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THE AUTHOR ANALYZED THE RELATIONSHIP BETWEEN TRENDS IN JUNIOR COLLEGE EDUCATION IN GENERAL AND EDUCATION FOR BUSINESS IN PARTICULAR. ACCORDING TO COMMUNITY REQUIREMENTS, THE COLLEGE ADMINISTRATION CAN CHOOSE AND DEVELOP COURSE OFFERINGS SUCH AS THE FOLLOWING--(1) A PROGRAM BASED ON SPECIFIC NEEDS OF LOCAL BUSINESS AND INDUSTRY, (2) A TERMINAL VOCATIONAL PROGRAM FOR THE SEMIPROFESSIONAL, WITH ENOUGH GENERAL EDUCATION TO AVOID OVERSPECIALIZATION, (3) A TRANSFER PROGRAM WHICH INCLUDES BUSINESS AND ECONOMICS BACKGROUND COURSES, (4) BUSINESS AND ECONOMICS COURSES IN THE GENERAL CURRICULUM FOR THE STUDENT'S PERSONAL USE (DAILY BUSINESS TRANSACTIONS, INFORMED VOTING, ETC.), (5) A PROGRAM ARTICULATED WITH THOSE OF OTHER INSTITUTIONS TO PREVENT LOSS OF CREDITS, AND (6) COURSES FOR RETRAINING OR UPDATING THOSE ALREADY EMPLOYED OR WISHING TO RE-ENTER THE JOB MARKET. WHATEVER PROGRAM OF COURSES IS CHOSEN, IT MUST BE CONSTANTLY EVALUATED AND IMPROVED WHERE POSSIBLE. THIS DOCUMENT IS AVAILABLE FROM SOUTH-WESTERN PUBLISHING CO., 11 GUITTARD RD., BURLINGAME, CALIF. 94010. (HH)

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THE POTENTIAL ROLE OF THE JUNIOR COLLEGE IN EDUCATION FOR BUSINESS

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THE POTENTIAL ROLE OF THE JUNIOR COLLEGE IN EDUCATION FOR BUSINESS

(Monograph C-15)

by

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CHAPTER I

INTRODUCTION

The junior college movement. The present system of junior colleges reflects the faith of the American people in the intrinsic value of education. Their reaction to recognized educational needs is summarized in a statement which appeared in an article written by John A. Hannah in 1958.

> "One of the most dynamic movements in American higher education today is the development of junior colleges. This should not be considered an isolated phenomenon; it is instead the renewed outbreak of the determination of the American people to have access to the benefits of education. It is a heartening indication of the strength of our democratic philosophy, encouraging evidence that we as a people intend to make continuing progress towards the realization of our ideal of equality in educational opportunity."[1]

While the junior college is basically a product of the twentieth century, its roots may be traced back to 1852 when President Tappen of the University of Michigan recommended that the university should eliminate its lower division and encourage various organizations to develop suitable programs in either private or public institutions. During the next half century, similar changes were advocated by the presidents of leading universities such as Minnesota, Pennsylvania, Chicago, and Stanford.[2] William R. Harper of the University of Chicago acquired an early interest in the junior college movement and was highly influential in the founding of Joliet Junior College in 1901 which is recognized as the first public junior college.[3]

The primary function of the junior college during the early days of its development was that of providing students an opportunity to begin the curriculum which they would later pursue in a senior college or university. In most instances these junior colleges were not unique educational institutions, but instead they were almost exact replicas of the first two years of the traditional liberal arts college. Almost all of the early junior colleges had aspirations of becoming four-year colleges since a stigma was often attached to the faculty and students of this new educational institution.

By the end of World War I the junior college transfer function was generally accepted, although some universities still had very definite reservations about the quality of education that was being offered. The industrial boom which followed the war resulted in an increased interest in vocational and adult education. In response to the demand the junior college established vocational and adult education programs which were widely proclaimed. Shortly before the beginning of World War II, a new type of junior college was established which was entirely different from its predecessors. The new institution adopted the name community junior college since its program was based on the educational needs of the community which it served. Many of the older junior colleges, especially the publicly controlled ones, extended their educational programs to include a program of community services.

The community junior college is generally recognized as a unique educational institution because of its sensitivity to educational needs and demands and because of its refusal to be bound by tradition. This point of view is expressed in the thirty-sixth yearbook of the American Association of School Administrators.

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[1] Hannah, J. A., "No Master Plan!" *Junior College Journal* (May, 1958), Vol. 28, p. 492.
[2] Seashore, C. E., *The Junior College Movement*, p. 43.
[3] Bogue, J. P., "The Development of Junior Colleges," *American Junior Colleges*, p. 10.

> "Out of a half century of growth and development, however, is emerging an institution which has its own unique dimension and character. It is neither an upward extension of the high school nor a localization of the lower division of a college. It finds its varied functions in the needs of the community it serves, and its major characteristic is its ability to adapt readily to meet community needs and maintain the required diversity of program. . . ."[4]

The junior college is expected to assume additional functions in the future as its educational program is modified and expanded in accordance with the needs, interests, and desires of its constituency.

Forces affecting the junior college curricula. Educational institutions ordinarily bear a direct relationship to the society which they serve. The various social, economic, technological, and political forces of the past quarter century have had a very significant effect on the changes in the curricular offerings of the junior college. Among those forces has been the desire of the American people to move from one socio-economic level to another; the shift from an agrarian to an industrial society; the concentration of population in large cities and suburban areas; the increasing birth rate and the declining death rate; the induction of large numbers of women into the labor force; the increased amount of leisure time; the mobility of the population; the increasing complexity of the business and economic system; the development of vastly more potent forms of energy; the introduction of automation; the development of completely new concepts of communication; the vast expansion of knowledge and the awakening of the peoples in all parts of the world to a better life; ideological conflicts between the East and West; and the perfection of weapons which have sufficient destructive power to annihilate the human race.[5] The educational implications of social change were succinctly stated by Malcolm S. Maclean in 1956.

> "The powerful forces that move in and through human society, . . . have many important implications for the future development of post-high-school education in the United States. The complexity of these forces, their vast energy, and the swift and kaleidoscopic changes they generate demand constant watchfulness and intense study on the part of all who are responsible for higher schooling. Without rapidly increasing knowledge of the nature of the forces and of their impact upon our people and our institutions, we can do no more than thrash and flounder in blind opportunism with a certainty of enormous wastage of human talents and energies and a threatening shadow of disaster. On the other hand, with knowledge and insight into scientific, technological, political, economic, social and humanistic trends, we may be able to use these very forces to give higher education new blood, bone, and sinew, and to chart the direction and speed of its development in an expanding universe of junior colleges, colleges, and universities."[6]

Further growth and development of the junior college will be largely dependent upon its sensitiveness to the various forces which have a bearing on its educational program.

Educational revolution. The United States is presently in the midst of an educational revolution that is as significant as any of the other great revolutions which it has experienced. The President's Committee on Education Beyond the High School summarized some of the more important aspects of the revolutionary changes which have been taking place in education.

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[4] *The High School in a Changing World*, American Association of School Administrators Yearbook, Vol. 36, p. 150.

[5] Maclean, M. S., "Educational Needs Emerging from the Changing Demands of Society," *The Public Junior College* (1956), pp. 11–12.

[6] *Ibid.*, p. 35.

> "Revolutionary changes are occurring in American education of which even yet we are only dimly aware. This nation has been propelled into a challenging new educational era since World War II by the convergence of powerful forces — an explosion of knowledge and population, a burst of technological and economic advance, the outbreak of ideological conflict and the uprooting of old political and cultural patterns on a worldwide scale, and an unparalleled demand by Americans for more and better education."[7]

There is growing awareness of the inadequacy of a high school education as more general education is being demanded for purely personal, social, and cultural reasons and as higher levels of general and vocational education are being required for most occupations and professions. Many college educators and administrators are recommending the extension of the free public system of education into the thirteenth and fourteenth grades for all those capable of benefiting from the increased educational experience. In 1949 Kenneth Winetrout advocated that "we have good reason to believe that before long the fourteenth year will become as common a graduation year as the present twelfth year. . . ."[8]

Both the number and percentage of students in American schools and colleges are the highest in history. Nearly 25 percent of the American people in 1960 were attending some kind of educational institution, and 53 percent of the high school graduates were attending college. By 1970 college enrollments are expected to reach six million or double the 1960 enrollment.[9]

Changing nature of the business and economic system. The American business and economic system has been experiencing revolutionary changes alongside the educational system. The following significant developments in the post-war period merit special attention: (1) business organizations have been growing in size and complexity; (2) the Federal Government has assumed a more active role in the regulation of business while becoming the largest business organization in the world; (3) the general public has come to look upon business as a social institution rather than as a profit-making concern; (4) professional managers have been rapidly replacing owner-managers; (5) research and development of new products has greatly increased the standard of living; (6) human relations programs have become an accepted means of establishing and maintaining better management-labor relations; (7) stock-ownership plans have permitted more employees to become shareowners in large business corporations; and (8) automation has opened up unparalleled opportunities for even higher levels of productivity.

The revolutionary changes in the business and economic system have placed more demands on those individuals responsible for managing the business organizations. The emerging role of the businessman has recently been described by Ernest Henderson.

> "The future role of the businessman in a changing world, as I see it, is to give the country and the world for that matter — an even more convincing confirmation of the effectiveness of our free enterprise system by increasing the efficiency of business operations, by applying real business statesmanship to the solution of day-to-day problems, by exercising the most enlightened concepts of justice and humanity when dealing with the legitimate needs of workers, by bearing constantly in mind the concept of service and value for the public, and all this within the framework of maintaining a financially sound structure which will not topple at the onset of the first ill wind!"[10]

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[7] *Second Report to the President*, President's Committee on Education Beyond the High School, p. 1.

[8] Winetrout, Kenneth, "Add Two Years: Then What," *The Bulletin of the National Association of Secondary-School Principals* (January, 1949), Vol. 33, p. 41.

[9] Funston, G. K., "Economic Illiteracy: Unsolved Problem of American Education," *The Balance Sheet* (May, 1960), Vol. 41, p. 388.

[10] Henderson, Ernest, "The Businessman in a Changing World," *The Journal of Business Education* (May, 1959), Vol. 34, p. 342.

The introduction of automation into the business office has resulted in tremendous changes in the qualifications and functions of office workers. Some of the jobs have been eliminated while others have been upgraded. The jobs at the semiprofessional level are increasing in number and also are requiring a higher level of education. Even higher levels of proficiency are anticipated in the next decade when business will select its employees more discriminately and require greater maturity. The employment age for beginning workers has been rising steadily since World War II; and with an increasing population, a larger work force, and a higher level of unemployment, it will probably be extended to the point where high school graduates will have ample time to complete one or two years of post-secondary education. Vocational education is gradually being shifted from the secondary school to business colleges, technical institutes, and junior colleges which means that students interested in such programs will be required to continue their education beyond the twelfth grade. The new levels of excellence being demanded by business and industry were recently described by Robert N. Bush.

> "... The demand for unskilled labor is dwindling. Greater training and knowledge are required for persons to gain and to maintain a satisfactory place in the world of work. The level of general education required in language and mathematical competence as a base for vocational training is higher than ever before. Employers ask for a college degree instead of a high school diploma as a prerequisite for employment. While this may be partly ill-advised, it does reflect the higher standards being demanded everywhere in the economic world."[11]

The complex business and economic system and the ideological conflicts with other countries make it desirable for all Americans to possess economic understandings and attitudes which will enable them to conduct their personal business affairs and participate in the development of sound national economic policies which are compatible with a system of free enterprise.

Outlook for growth and development of junior colleges. "In fifty years the junior colleges have grown from 0 to 40 percent of the total number of colleges and universities in America, which have been 300 years in the making. . . ."[12] In 1959, 25 percent of the college students were registered in junior colleges, and the states of California and New York estimate that up to 50 percent of their students who enroll in institutions of higher education in 1970 will be attending two-year colleges. Many educators are even predicting that eventually most students will begin their programs of higher education in the junior colleges.[13] These predictions appear to be well-founded since "... no one expects a lessening of the onslaught of technology or a simplification of the social, economic, and political complexities of life. . . ."[14] Other factors that point toward increased enrollments in junior colleges are the higher birth rates in the past two decades; the increasing cost of attending college away from home; the desire of a large fraction of the lower socio-economic groups to upgrade their standard of living; the higher admission standards required by four-year colleges and universities; the high attrition rates in senior institutions; and the lack of suitable programs for students seeking only two years of post-secondary education.

The junior colleges, like other educational institutions operating in a democratic society, will exist only so long as they serve the needs of their students. The phenomenal growth and development of junior colleges in the first half of the present century has taken educators and administrators with such surprise that they have not had the opportunity to consider seriously its proper role in the American system of education. The junior colleges, for the most part, have borrowed their curricula from other institutions; but as they enter the critical period of their development in the years immediately ahead, serious thought and deliberation will be required if they are to realize their potentialities. The following statement is typical of those appearing in the literature which emphasizes the urgent need for defining the role of the junior college in the American educational system:

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[11] Bush, R. N., "New Levels of Excellence for the Next Decade," *California Journal of Secondary Education* (October, 1960), Vol. 35, p. 339.

[12] McCall, R. C., "Role of the Junior College in American Education," *American School and University* (1959–1960), Vol. 31, p. 51.

[13] "How About Two-Year Colleges?" *Changing Times* (February, 1959), Vol. 13, p. 42.

[14] Medsker, L. L., *The Junior College: Progress and Prospect* (New York: McGraw-Hill Book Co., Inc., 1960), p. 297.

> "There will be a mounting pressure for the junior college to define its role. For years we have been mouthing things about the junior college and its advantages and its functions; we have been doing this for so long that these things have become platitudes repeated without even thinking whether they are true or false. We have a solemn duty to clarify the image of the junior college not only to ourselves but to and for others.
>
> "As we are able to define and clarify the role of the junior college we will be able to cope more successfully with the multifarious problems with which we will be faced in this decade. . . ."[15]

Although business is one of the most popular areas of study in the junior college, its role in that area has never been clearly defined. Major revisions in the business curricula in other educational institutions indicate that enrollments in the junior college will rise sharply within the next decade. In recent years many high schools have come to the conclusion that business education skill subjects, to a large extent, should be shifted out of their programs since they are not adequately equipped to provide the training and since their students are too immature to benefit from such training. With the upgrading of all levels of education, this trend will in all probability continue. The collegiate schools of business are primarily concerned with offering programs in the more advanced phases of business; and therefore, minimize the importance of providing programs of a semiprofessional nature. The recent studies of collegiate education for business will place greater pressure on some educational institutions to eliminate their one- and two-year terminal vocational programs.

The revolutionary developments in education and business; the increasing college enrollments; the revisions in business curricula at the high school and college levels; the grade placement of the junior college in the educational system; and the flexibility and adaptability of the junior college clearly indicate that it will be called upon to assume a larger share of the responsibility for providing business education programs. In view of the popularity of the junior college and the inadequacy of research in education for business at that educational level, it seemed desirable and worthwhile to study the potential role of the junior college in education for business.

Statement and Analysis of the Problem

This problem is a study of the potential role of the junior college in education for business.

Most junior colleges in the United States offer business education programs; but despite the wide acceptance accorded these programs, the role of the junior college in education for business has never been clearly established. Some business education programs in junior colleges resemble those found in high schools and private business colleges; whereas, others are somewhat similar to those offered in the first two years of the collegiate schools of business. While specific objectives of the business programs probably should vary considerably among junior colleges, certain points pertaining to the nature and level of programs which the junior college could logically provide need to be clarified.

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[15] Knudson, Marvin, "The Junior College in the Decade Ahead," *Junior College Journal* (February, 1960), Vol. 30, pp. 307–308.

The need for determining the potential role of the junior college in education for business has been suggested rather frequently in the past few years by business educators and junior college administrators, but recently the urgency for defining the potential role has been accentuated by the following changes and conditions:

1. Enrollments in junior colleges have increased more rapidly than in any other type of educational institution in the United States, and the popularity of the junior college shows no indication of decreasing within the next decade.

2. Economic conditions now seem to justify holding all youth in school or college until their twentieth birthday or through grade fourteen which suggests continued gains in junior college enrollments.

3. The renewed emphasis on the arts and sciences at the secondary school level may result in shifting business education skill subjects to the junior college. The upgrading of all levels of education tends to substantiate the trend toward shifting vocational subjects out of the secondary school.

4. The impact of automation on business and industry is having a significant effect on the qualifications which beginning business employees will need in the decade ahead. A higher percentage of the employees will be expected to possess knowledges, skills, and competencies of a nature which will require post-secondary education in business. The changing job requirements also mean that adults will be seeking additional training in order to hold their present jobs or retraining to prepare for the new jobs created by automation.

The preceding observations indicate that in all probability the junior college will be responsible for providing business education programs for a larger number of students, and the kind of preparation demanded will most likely be drastically different from what is presently required. The literature indicates that a new group of semiprofessional business occupations is developing which will not require a college or university degree but which will require post-secondary training in business education. The junior college seems to be the most logical unit between the secondary school and senior college for developing suitable programs for the semiprofessional business occupations. Programs preparing students for upper-division study in business should gain popularity as more high school graduates begin their higher education in the junior college. The upsurge of interest in general business-economic education as general education will probably mean that completely new programs of general business-economic education will need to be developed for junior college students. The popularity of adult education in the junior college places it in the most favored position for developing adult business education programs.

Since the optimum role of the junior college in education for business has never been clearly established and since the junior college will probably be responsible for providing business education programs for an increasing number of students, it seems desirable to study the potential role of the junior college in education for business.

The problem involves two elements or bodies of evidence which are necessary for the solution of the problem. The first element is concerned with the emerging trends of thought relative to the philosophy, purposes, objectives, and functions of education for business. The nature, scope, depth, and desired end results of education for business are considered at the various educational levels because of the grade placement of the junior college. The second element pertains to the emerging trends of thought relative to the philosophy, purposes, objectives, and functions of junior college education — nature, scope, depth, and desired end results of junior college education.

Definitions

Business educators and junior college teachers and administrators are familiar, for the most part, with the terminology used in this study; however, a few of the terms have meanings peculiar to this particular study and need to be clarified.

Junior college. The term junior college refers to both public and private two-year post-secondary institutions which offer general and specialized education for immediate employment, upper-division study, or general cultural value.

Education for business. Education for business is that area of education which enables the learner to develop an understanding and appreciation of the nature and functions of the economic system, and to acquire the knowledge, skills, attitudes, and traits necessary for competently and intelligently performing those business activities concerned with the production, financing, distribution, consumption, and exchange of economic goods and services.[16]

Since the term refers to education for business in the junior high school, senior high school, private business college, junior college, senior college, and graduate school, a different degree of understanding is expected at each educational level.

The terms *education for business* and *business education* are used interchangeably throughout the study.

Role. In this study the term role refers to the function of the junior college in providing suitable business education programs for all students.

Guidelines. Guidelines are the directing and governing statements relative to the potential role of the junior college in education for business.

Terminal vocational education. Terminal vocational education refers to one- and two-year vocational education programs which prepare the junior college graduate for immediate employment at the semiprofessional level.

Preparation for upper-division study. Preparation for upper-division study is the educational background required for transfer to senior colleges, universities, and professional schools where a program leading to the baccalaureate degree may be continued.

General education. General education is

> ". . . that part of the total educational program which, as distinguished from vocational and professional education, seeks primarily to develop in the student those skills, understandings, attitudes, and that set of values which will equip him for effective personal and family living and for responsible citizenship in a democratic society."[17]

Adult education. Adult education encompasses those educational activities, courses, and curricula pursued by persons who ordinarily have an occupation or profession and are not full-time students. The curricular offerings for adults are as varied as their interests and capacities and may or may not be taken for college credit.

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[16] Muse, P. F., "Principles of Curriculum Construction in General Business," *The Changing Business Education Curriculum*, p. 49.

[17] Stickler, W. H., "Building and Curriculum for the New Community College," *Junior College Journal* (October, 1957), Vol. 28, p. 67.

CHAPTER II

THE NATURE AND PHILOSOPHY OF EDUCATION FOR BUSINESS IN THE JUNIOR COLLEGE

Business education programs are offered by most junior colleges throughout the United States and usually enroll more students than any other subject area. Despite the widespread popularity of the business education programs, there has been an amazing lack of research into the kind of business education programs which the junior college should logically provide. The bulk of the research studies has been centered around the present status of business education in the junior college, whereas only a few have touched upon the subject of the potential role of the junior college in that area. The purpose of this chapter is to consider the changing nature and role of American business, the effects of automation on education for business, the nature and philosophy of junior college education for business, the popularity of business programs at the junior college level, the necessity for maintaining balance in the business programs, and the relationship of junior college business education programs to business education programs in other educational institutions.

The Changing Nature and Role of American Business

The nature of American business and the role which it occupies in the life of the individual citizen have changed significantly from the days when the family unit produced most of the goods and services which it required. With the changes from an agrarian to an industrial society, the responsibility for providing goods and services has been shifted from the family unit to the modern business organization. Business organizations have been growing in both size and complexity until individuals and families can no longer provide the enormous capital outlays required to establish and operate certain kinds of business. The sole proprietorship and partnership forms of business organization are rapidly being replaced by the corporate structure which is designed to accommodate large-scale business operations.

The scientific and technological changes affecting business and the demands made upon the business organization by labor, government, and the general public have increased the need for professional business managers. Labor-management relations, government and business relations, and public relations have become accepted means of establishing and maintaining better rapport with the various organizations and groups which are recognized as integral parts of the modern business organization.

The development of new products and methods of production and distribution of goods has been largely a result of the research programs sponsored and supported by private enterprise. The phenomenal improvements in the standard of living have been achieved through the inventive and productive genius of the capitalistic business system, and the responsibility for further improvements in the standard of living rests on the shoulders of business and industry.

The enormous size and complexity of business organizations and the influence which they exert over individuals, communities, states, and other geographical sections of the country have caused the Federal Government to take certain regulative action in order to protect those concerned. As business organizations assume greater proportions, the Federal Government will in all probability be called upon to exercise greater control over their operations in the interest of the general public.

Since more and more business organizations are owned by a large number of individuals and are operated by professional managers, business has given greater consideration to the service and social objectives. The fact that the general public has come to look upon business as a social institution rather than a profit-making concern has forced business to restudy its relationship to the people whom it serves. The financial contributions of business to educational institutions and foundations in recent years are an indication of its willingness to accept a certain amount of social responsibility.

The increasing importance of the business organization in the life of the American people was described by the editorial staff of *General Business Education* which was published in 1949.

> "The nature and functions of business make it an integral part of daily living and of our everyday environment. Only a person who is entirely self-sufficient could live in an environment in which business is not a major factor. To live in the world today is to live in an environment of business. Furthermore, the role of business grows steadily greater as more and more goods and services, requiring materials and labor from ever-widening areas, are produced outside the home. In turn, we become more and more dependent upon business as an agency for ensuring individual and social well-being."[1]

The advances in science and technology, the development of vast new means of communication and transportation, and the increasing economic interdependence of nations around the globe indicate that business will play an even more important role in the life of the American people in the years immediately ahead.

The Effects of Automation on Education for Business

Automation is a relatively new phenomenon which has caused widespread speculation as to the effect which it will have upon the various aspects of the American economic system. It is commonly believed by businessmen and educators that automation will revolutionize American business and result in an unparalleled abundance of goods and services for an increasing percentage of the population. The nature of automation and the immediate and long-range effects which it will have on the American economic system were noted by Daniel R. Mason in an article in 1957.

> "Automation is more than a series of new machines and more basic than any particular hardware. It is a way of thinking as much as it is a way of doing. It is a new way of organizing and analyzing production, a concern with the production processes as a *system* and a consideration of each element as part of the system. It is something of a conceptual breakthrough, as revolutionary in its way as Henry Ford's concept of the assembly line. Indeed it may in the end have an even more widespread effect on business and industry, since its technology rests on a firm theoretical foundation rather than on a specific method or particular kind of machine. Automation is, therefore, adaptable to many different kinds of operations — office work as well as factory work, in small concerns as well as large. It is not limited to the machines we have today. In a way these are but the dinosaurs or crude predecessors of a whole new family of machines which we will be able to build and apply, because automation provides us with new principles and new concepts."[2]

Since the use of automated equipment is expected to increase rapidly in the next decade, a great deal of concern has been centered around the effects which it will have on employment opportunities in business and the subsequent effects which it will have on educational requirements for jobs. Richard B. Hodges noted in a recent article that the original fear that automation would dispense with man has been replaced with the idea that it will increase his stature and extend his ability in order that he may produce a larger volume of work with less physical exertion and mental fatigue.[3] There seems to be rather general agreement among businessmen and educators that the more menial and routine jobs in business will be eliminated and that new jobs will be created which require higher levels of intelligence and skill. The fact that automation will tend to upgrade the level of business occupations was recently pointed out by Hale Jordan.

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[1] "General Business Education Defined," *General Business Education*, p. 3.

[2] Mason, D. R., "Data Processing in Business," *National Business Education Quarterly* (Washington: National Education Association, Dec., 1957), Vol. 26, p. 33.

> "Automation will have a tremendous effect on the qualifications and functions of employees. Many new and interesting specialized jobs on the technical and highly skilled levels will be created, which will require a high degree of competency in the fundamental skills and good educational backgrounds in the arts and sciences."[4]

Approximately the same point of view was expressed by Nicholas Econopouly in an article which appeared in the January, 1960, issue of *Education*.

> "In an automated society, labor will not be downgraded to the routine, technologists tell us. On the contrary, the worker's function will have more to do with his unique creativity, leaving the dull and routine to the untiring labor of the machines. There will be an abundant need for highly skilled personnel: machine designers, installers, repairmen, feed-back specialists, mathematicians, production-line designers, management experts, and engineers."[5]

The changes in educational requirements for jobs in business as a result of automation will be rather extensive. Retraining programs will need to be developed which will help the displaced worker make a satisfactory adjustment to a new position, and present programs preparing students for initial employment in business will need to be revamped. The following statements which have appeared recently in the literature are somewhat indicative of the widespread agreement among businessmen and educators as to the needed changes in the educational requirements for jobs in business:

> "As I see the future, there will be substantially less requirements for people whose aptitudes and skills fit them to perform routine and changeless tasks. There will be a growing need for more and more people with highly developed aptitudes for comprehending the theory and practice of electronic data processing, with ability to solve problems and to absorb complex detail from procedural and operating manuals. In other words there will be great need for the ability to read and comprehend as well as execute, and all this with a degree of accuracy."[6]
>
> "In the near future, we should see courses of instruction in business administration less departmentalized and more integrated to bring to bear the combined talents of various departments to the solution of business problems. These problems seldom have one facet, but require coordinated problem-solving techniques and the need for all the knowledge which the art and science of business can produce. . . ."[7]

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[3] Hodges, R. B., "The Businessman Comments on the Office Framework — Systems and Procedures," *American Business Education* (October, 1960), Vol. 17, p. 60.

[4] Hale, Jordan, "The Effect of Automation on the Clerical Employee," *The Clerical Program in Business Education*, p. 101.

[5] Econopouly, Nicholas, "The Challenge of Automation," *Education* (January, 1960), Vol. 80, p. 304.

[6] Bechtel, R. C., "What One Company Is Doing in Automation and What Business Teachers Can Do for Their Students," *American Business Education* (October, 1960), Vol. 17, p. 34.

[7] Allyn, R. G., "The Impact of Electronic Data Processing on Business Education," *Collegiate News and Views* (December, 1959), Vol. 13, p. 4.

> "Traditional college business courses, e.g., management, administration, personnel, etc., need revision in light of the revolutionary changes coming in the commercial world as a result of automation. Management, most certainly will not be the same. The preparation for management must emphasize communication, creative thinking, and flexibility.
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> "In almost every aspect of automation — manufacture, design, use, and application — there is a need for inquiring minds, flexible and capable of creative thought, or capable of imagination applied to the reality of business."[8]

The changes in educational requirements for jobs in business and industry will be primarily concerned with helping students to increase their ability to communicate effectively, to solve complex problems, to exercise sound judgment, to think logically and creatively, to accept change and make adjustments, and to work effectively with fellow employees. Elvin S. Eyster noted in an article in 1961 that equipment manufacturers and employers will be primarily responsible for providing specific job training, and that the function of the schools will be to provide the proper educational background for such training.

> "Training in the operation of complex data processing machines and computers will not be, with few exceptions, in formal school programs but will be given either by the manufacturers of computer equipment or on the job by employers. The function of the schools will be to make the future employees of business potentially trainable after employment by giving them business and economic understanding and basic competencies in mathematics, communications, and human relationships."[9]

The effects of automation on education for business have been minor thus far in comparison with the effects which are anticipated in the decade ahead. Extensive research and experimentation will result in improvements and advancements in both the design and application of automated equipment with the result that more and more businesses will make use of such equipment and require employees who are capable of operating it.

The Nature and Philosophy of Education for Business

The nature of junior college business education programs and the philosophy on which they are based vary somewhat from one community to another depending upon the college's governing board and the educational needs and desires of the local populace. The lenient admission policies maintained by most junior colleges enable all students who can benefit from the instruction to enroll in the business programs; therefore, new business education courses and curricula are developed whenever sufficient interest is exhibited by students to warrant their inclusion in the educational program and whenever they can be justified on the basis of educational soundness. Despite the proximity of the business education curricular offerings to the educational needs of the local community, there is a great deal of similarity in the business curricula offered by most junior colleges throughout the United States. The nature and philosophy of junior college business education were described by John V. Bosh in his doctoral dissertation, "A Business Curriculum for the Community College of Temple University," which was completed in 1952.

> "The community college will provide training for those with no prior business training, as well as training to upgrade students who may have

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[8] Robinson, F. F., "Need for Automation — and Need for Instruction in This Field," *American Business Education* (October, 1960), Vol. 17, p. 25.

[9] Eyster, E. S., "Business Education in Transition: New Directions," *The Journal of Business Education* (March, 1961), Vol. 36, p. 233.

> received some business training in high school. It will provide training for semi-skilled and skilled work, and the preparation for semi-technical and technical jobs is one of its most important functions. Among the many business fields for which training programs may be pointed are the secretarial, office clerical, merchandising, advertising, accounting, real estate, insurance, small business operation, banking, and retail store management. These business areas and many others will absorb the students trained by community colleges. The training programs offered will probably vary somewhat from one college to another, the variations being the result of differing community needs and student interests.
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> ". . . the community college business programs will provide business training for students preparing for business occupations, business training for adults already employed in business occupations, business training and general courses dealing with business information and skills which are useful to any individual in conducting his personal business affairs. The college therefore has a responsibility for providing a business education program which is broad enough to satisfy the varied needs of the youth and adults of the community."[10]

The nature and philosophy of junior college business education were also described by Mary Lou Smith in her Master's thesis, which was completed in 1959.

> "Business education programs in the public junior college are primarily two in nature. One, the college-preparatory business course, is much like the pre-business curriculum in the university freshmen and sophomore years. This preparatory program attracts many business students partly because of its vocational connotations. The other program, terminal business education, provides two years of general business and specialized business training designed to prepare the student for employment after graduation. Recently another type of course has entered the public junior college curriculum. It is the short, intensive course offered to those who want to develop a manipulative skill on some one business machine or machines, or who want to take a refresher course in some specific area of business education."[11]

An extremely important area of junior college business education that has not received a great deal of attention but which will probably receive greater emphasis in the future was mentioned by Edwin A. Swanson in an article in 1951.

> "One of the newer instructional areas in business education today is related to the management and operation of the typical small business enterprise. A great opportunity exists here for strengthening the very fabric of our business society, and both the junior colleges and the typical four-year colleges and universities are giving attention to it. . . ."[12]

If the junior college business education programs are to provide an increasing number of students with an adequate preparation for employment in business occupations, greater emphasis must be placed on the nature and philosophy of the business education programs which the junior college should offer.

The Popularity of Business Curricula

Junior college business education programs have become extremely popular despite the fact that the early programs were largely copied from other educational institutions and that an insignificant amount of research has been conducted since then to determine the proper role of the junior college in the area of business education. The popularity of the business education programs can be partly attributed to the greater emphasis placed on the value of general education at the high school level, the upgrading of vocational business education from the high school, the increasing age of employability, the higher levels of intelligence and skill required for initial employment in business, the development of a large number of business occupations which require post-secondary business education, and the failure of senior institutions to provide one- and two-year business education programs. The popularity of the terminal business education programs in the junior college was mentioned by Leland L. Medsker in *The Education of American Businessmen* which was published in 1959.

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[10] Bosch, J. V., *A Business Curriculum for the Community College of Temple University*, pp. 176–178.

[11] Smith, M. L., *A Review of the Literature of Business Education Programs as They Exist in Public Junior Colleges in the United States with Appropriate Conclusions and Recommendations*, p. 34.

[12] Swanson, E. A., "Business Education Looks Ahead," *Education* (October, 1951), Vol. 72, p. 99.

> "... terminal courses in business tend to outnumber those of any other field. It is, in fact, not at all uncommon for the smaller junior colleges to offer one or two organized terminal curricula in the business field and none in any other subject field. At the same time, the larger a junior college becomes, the larger and more diversified its business program for the terminal student tends to be. . . ."[13]

The popularity of both the terminal and preparatory business education programs in junior colleges was discussed by R. C. Van Wagenen in the December, 1959, issue of *American Vocational Journal.*

> "Business education in the junior college is quite extensive. According to an analysis of enrollments reported by 342 junior colleges in 1955, 42,000 regular students (exclusive of students in classes for adults) were enrolled in business curriculums. The percentage that business enrollments were of total enrollments varied greatly by institutions as well as by state. However, the median percentage of business enrollments to total enrollments by states was 23."
>
> "A further analysis of the data submitted revealed that of all students enrolled in business curriculums 19,235 or 45% were in transfer programs, whereas 22,764 or 54% were in programs classified as terminal. . . ."[14]

There seems to be little doubt that business education will continue to occupy a prominent place in the total educational program of the junior college. The factors which have been and which will continue to be responsible for the growing importance and popularity of junior college business education were outlined by Edwin A. Lederer in an article which appeared in *Business Education World.*

> "That business education on the junior-college level will become a more important influence in the whole pattern of American education in the future is almost a certainty. There is every reason to believe that the factors that have been operative in recent years and that have had the effect of increasing enrollments in business courses in junior colleges will continue to be of great significance. Among these are (a) the growing acceptance in American communities of an obligation to provide public education through the fourteenth year; (b) the tendency to defer time of initial employment; (c) shifting occupational patterns, with the resultant marked increase in semiprofessional jobs; and (d) the growing complexity of our social and economic structure."[15]

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[13] Medsker, L. L., "Preparation for Business in Junior Colleges," *The Education of American Businessmen* (New York, McGraw-Hill Book Co., Inc., 1959), pp. 643–644.

[14] Van Wagenen, R. C., "Business Education at the Junior College Level," *American Vocational Journal* (December, 1959), Vol. 34, p. 24.

[15] Lederer, E. A., "Patterns and Trends in Functional Junior-College Business Education," *Business Education World* (March, 1951), Vol. 31, p. 338.

In an article in 1959, R. C. Van Wagenen also stated a number of reasons why business education has a promising future in the junior college.

> "Business education has a most promising future in the junior college for a number of reasons, the major ones being that the junior college by and large has considerable flexibility of course offerings and the aims of these rapidly growing institutions are conducive to the development of business education. In addition, the majority of entry positions in business and commerce can be prepared for in the junior college, and the pattern of preparation can be successfully launched in this two-year institution."[16]

The preceding statements indicate that the popularity of junior college business education programs is assured; however, they will remain popular only so long as they continue to provide students with an adequate preparation for the constantly changing business occupations.

Maintaining Balance in the Business Curricula

A fundamental principle in curriculum construction for any subject area is that there must be proper balance between general and specialized education. Terminal business programs in the junior college have tended to lean heavily toward vocational training with the result that general education has received only cursory treatment; whereas the programs designed to prepare students for upper-division study in business have often failed to include a single course in the area of business administration. A large part of the concentration on either specialized or general education has been a result of the shallow thinking on the part of curriculum planners who could see only the value of one particular kind of education. The fact that the arguments over specialized versus general education are irrelevant since business employees need both general and specialized education was noted by Jesse P. Bogue in 1957.

> "A great deal of pure nonsense has been bantered back and forth by educators on the issue of specialized vs. general education. We have heard it argued that the very best preparation for business is broad, general education and that any required skills can be learned much better on the job. On the other hand, we have listened to arguments that skills constitute the core of business education and that many of them in and of themselves are good liberal education. Both positions, in our judgment, are beside the point. The position of the junior and community colleges is that employees in business must have a broad education and as good understanding as possible. Integrated with this breadth of knowledge there must be specialized education and at least enough skill training for job entrance. If time permits, it is wise to increase skills to a high degree."[17]

The need for business education programs which represent a balance of general and specialized education was emphasized by Edwin A. Lederer in an article in *Business Education World*.

> "The fact is becoming increasingly clear that prospective workers and leaders in the world of business need broad, liberal training in order to attain the goals of maximum personal development and a high degree of social consciousness. It was quite natural that, in its earlier years, the school of business should seek to establish its place in the academic sun by overspecialization. It shouldered a burden of proof to offer a program that the

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[16] Van Wagenen, *op. cit.*, p. 24.
[17] Bogue, J. P., "Junior Colleges," *Education for Business Beyond High School*, p. 305.

> college of liberal arts could not offer. In later years, business education (on the junior-college level, at least) has become more confident and now dares to reduce this specialization and to reflect the need for a balance curriculum of liberal education along with training in certain skills and specialists."[18]

The importance of providing an integrated program of general and specialized education and eliminating the distinction between the two kinds of education was stressed by Mary Sarah in an article in the May, 1960, issue of *The Journal of Business Education.*

> "That liberal education and specialization can be achieved at one and the same time is not only feasible but actually possible with a well-integrated course of studies. When this balance is achieved, the liberally educated person will be one who is acquainted with the main areas of human knowledge and experience; who is professionally competent in his own area of specialization; who is familiar with methods of seeking and finding truth; whose mind has penetrated the great questions posed by men through the ages; who can see interrelationships, and who is able to participate in responsible social behavior in a free society. Then the value of "specialized" versus "general" education is thrown into a different perspective. There is no longer the fine line of distinction between the two, but rather there is a true integration that makes for a liberally educated businessman and for an astute businessman who recognizes and appreciates the value of the greater things in life."[19]

Curriculum planners should weigh the relative values and merits of general and specialized education and develop programs which contain a balance of the two kinds of education. One of the perennial problems associated with planning terminal business education curricula at the junior college level is that of providing enough vocational skill training without permitting it to become excessive. Preparation for most of the semiprofessional business occupations requires a broad educational background as well as a concentration in business skills. The junior college preparatory program in business should provide more general education and fewer specialized business subjects than the terminal business programs. Where possible, the preparatory program in business should be planned in connection with the educational requirements of the senior institution to which the student will transfer; however, this cannot always be done since many students are undecided as to where they will continue their studies and since it is impossible to offer all the subjects suggested by the senior institutions. Although most senior institutions demand a broad general education background for upper-division study in business, the junior college student should be permitted to enroll in certain introductory business subjects in order to get an overall grasp of the various functions of business and to gain an understanding of the job opportunities which it offers.

The Relationship to Business Curricula in Other Educational Institutions

Business education programs in the junior college have been largely influenced by the business offerings of the secondary schools, private business colleges, collegiate schools of business, and departments of business in senior institutions. While the business education programs still bear a certain resemblance to the programs offered by other educational institutions, the position which the junior college occupies on the educational ladder indicates that its programs should be geared to an educational level somewhere between the secondary school and four-year institutions. Since preparation for most business occupations is occurring in both the secondary school and junior college or in both the junior college and collegiate school of business, special consideration must be given to the curricular offerings in business education in other educational institutions when planning the junior college business programs. The importance of articulating the junior college business programs with those offered by secondary schools and senior institutions was stressed by McKee Fisk in the following statement:

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[18] Lederer, *op. cit.*, pp. 337–338.

[19] Sarah, Mary, "The Liberal Arts vs. Specialized Education," *The Journal of Business Education* (May, 1960), Vol. 35, p. 351.

> "Close articulation with other educational units is a principle to be followed by all junior colleges. Most junior college business programs are articulated fairly well with higher institutions. Less often does the junior college consciously and deliberately build upon the high school experiences of its students. Articulation with the high school program requires frequent conferences with high school teachers and close study of the high school program so that unnecessary duplication may be avoided and proper consideration of high school experiences may be given in planning the junior college programs. In other words, junior college business programs should not be developed independently and without regard for the high school program."[20]

The trend to upgrade vocational business education to post-high school institutions and for collegiate schools of business to place greater emphasis on the more abstract phases of business and less on vocational preparation may mean that the junior college will be given primary responsibility for offering vocational business education programs. The need for close articulation between the secondary school and junior college vocational business education programs was pointed out by Richard S. Perry in his doctoral dissertation, "A Critical Study of Current Issues in Business Education in the Public Junior Colleges of California," which was published in 1956.

> "If vocational business training is provided by the high school, the high school should prepare its graduates only for initial employment in positions which require a minimum of specialized training. There appears to be a need for closer articulation between the high school and junior college so that more definite objectives can be established relative to the extent of specialized vocational training which should be provided by both institutions."[21]

The need for the junior college to give careful consideration to the vocational business education programs offered by other educational institutions when planning its own programs was stressed by James W. Thornton, Jr., in his book, *The Community Junior College*, which was published in 1960.

> ". . . In developing its occupational programs and in defining its role in occupational education within any region, the community junior college must work closely with other educational institutions. It seems to be true that the public high school will play a diminishing role in specific vocational education as the age of first employment rises and the technical requirements for many jobs are increased. During the transitional period, however, the junior college staff must work closely with the high school authorities, in the interests both of fiscal economy and educational efficiency."[22]

The junior college preparatory programs in business require close articulation with the four-year business programs offered by senior institutions. The need for junior and senior colleges to consider each other as partners in planning the baccalaureate program in business was noted by Leland L. Medsker in 1959.

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[20] Fisk, McKee, "The Junior College Business Curriculum," *The Business Curriculum*, p. 92.

[21] Perry, R. S., *A Critical Study of Current Issues in Business Education in the Public Junior Colleges of California*, p. 488.

[22] Thornton, J. W., Jr., *The Community Junior College* (New York: John Wiley and Sons, Inc., 1960), p. 188.

> "The necessity for very close cooperation and articulation between two- and four-year colleges is apparent. The divided plan inherent in a system which utilizes two types of colleges cannot work to the advantage of the student unless there is a high degree of joint planning and of communication between and among the institutions involved. Furthermore, such a relationship is a two-way street. It is not enough for the senior institutions merely to inform the two-year colleges of new requisites and plans; rather, it is of prime importance that both institutions jointly make the plans and design the program. Of all implications, this is of the highest order. The four-year colleges from now on must take the junior college planners into partnership, with both parties responsible for the planning of the best possible baccalaureate program."[23]

By maintaining a close relation with the other educational institutions which serve the community, the junior college may also avoid duplicating business education programs that are already being provided. The following statement by H. G. Shields supports this contention:

> "The establishment of a program of business studies in the junior college is contingent upon community needs and resources. Such a consideration may govern the situation not only as to whether or not a program of studies in this field should be undertaken at all but also as to the type of program, if such is offered. In some centers various institutions and agencies, public or private, offer business education. The presence in the community of a large private business school, an established college or university, a vocational school, a corporation school, a specialized high school of commerce, or some other school must be recognized. Unless it can be clearly shown that the junior college in its establishment of a program of business studies offers certain advantages in terms of reducing instructional costs or of offering a program of work socially and qualitatively better than present available work, it may be wasteful to duplicate educational facilities."[24]

The junior college must constantly modify its business education curricula in view of the changes and trends in the business education offerings of other educational institutions if it is to avoid superfluous repetition and provide programs which are properly aligned with those provided by secondary schools and senior institutions.

Summary

The production center for most goods and services has shifted from the family unit to the modern corporate structure which is rapidly replacing the older forms of business organization. Closer articulation with labor, government, and the general public is required since they have become integral parts of the business organization. Extensive research programs have been and will continue to be responsible for improvements in the standard of living for most of the American people. The enormous size and influence of business organizations have required a limited amount of government regulation; however, the service and social objectives of business are receiving greater attention as a result of the changing attitude of management and the general public toward the social responsibility of business.

Although automation is a relatively new phenomenon, its effects on business occupations and educational requirements for business employment have been rather widespread. The menial and routine business jobs are rapidly disappearing while an array of new positions is being created which requires a higher level of intelligence and skill. The upgrading of business occupations means that present business programs will need to be modified, integrated, or eliminated and that entirely new programs will need to be developed. Greater emphasis should also be placed on helping students improve their communicative abilities, solve complex problems, exercise wise judgment, think logically and creatively, and adjust to their surroundings.

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[23] Medsker, *op. cit.*, p. 660.

[24] Shields, H. G., "Junior College Business Education," *Studies in Business Administration* (Chicago: University of Chicago, 1936), p. 66.

The nature and philosophy of individual junior college business education programs are largely dependent upon the educational needs and desires of the people living in the local community; however, there is a great deal of similarity in the programs provided by junior colleges throughout the United States. The programs which are most commonly offered include terminal vocational business education, preparation for upper-division study in business, general business-economic education for nonbusiness students, and education for owning and operating a small business.

Business education programs have grown in popularity despite the obvious lack of research conducted to determine the proper role of the junior college in that area. The popularity of the programs has been enhanced in recent years by the renewed emphasis on general education in the high school, the upgrading of vocational business education, the increasing age of employability, the higher academic qualifications required for initial employment in business, the creation of large numbers of semiprofessional business occupations, and the failure of other educational institutions to provide one- and two-year business education programs. The popularity of the business education programs seems to be assured provided they continue to offer students an adequate preparation for the constantly changing business occupations.

One of the perennial problems associated with planning the junior college business education curricula is deciding on a sound balance between general and specialized education. The age-old argument over general versus specialized education is rapidly disappearing since educators and businessmen generally agree that the best preparation for most business occupations is a program which properly integrates general education and vocational business education.

The early junior college business education programs were patterned after the programs provided by secondary schools and senior institutions; however, more recently the business education programs have been specially designed for the post-secondary education level. Since preparation for an increasing number of business occupations is occurring in both the secondary school and junior college or in both the junior college and collegiate school of business, special consideration must be given to articulating the junior college business education programs with those provided by other educational institutions.

CHAPTER III

TERMINAL VOCATIONAL EDUCATION FOR BUSINESS

Widespread shifts in business occupations have occurred as a result of the unprecedented changes in nearly all phases of business since World War II. Large numbers of routine business jobs have been eliminated, whereas the number of semiprofessional business occupations has been rapidly increasing. The semiprofessional business occupations fall between those at the operative and managerial levels and require a higher level of skill and intelligence than can be provided by the secondary school; therefore, the responsibility for this level of vocational business education is being relegated to the junior college. In view of the important role which the junior college will be expected to assume in providing preparation for the semiprofessional business occupations, it is extremely important that the nature of junior college terminal vocational business education be clearly understood. Terminal vocational business education at the junior college level refers to one- and two-year programs which are designed to prepare students for the semiprofessional business occupations. The purpose of this chapter is to discuss the upgrading of terminal vocational business education, the nature of terminal vocational business education, the general education background required for terminal vocational business education, cooperative work programs, and the relationship of terminal vocational business education to the community and business.

Upgrading Terminal Vocational Education for Business

Prior to World War II, preparation for a vast array of entry positions in business was provided by secondary schools and private business colleges; however, in more recent years, social, scientific, and technological advancements have altered the nature and level of business occupations. The shifting occupational pattern in business has resulted in the elimination of some lower-level jobs while creating a large number of jobs which fall between those at the operative and managerial levels. These new jobs are usually classified as semiprofessional and require post-secondary education. The United States Senate's Special Committee on Unemployment Problems noted in 1960 that the developing occupational pattern will demand higher proportions of skilled and professional people which will, in turn, require a higher degree of education and specialized training.[1] Although secondary schools will continue to offer a limited number of vocational business education programs, the trend is toward offering more general education and delaying vocational preparation until the post-secondary years. The trend toward providing more general education at the high school level while upgrading vocational business education to the junior college was discussed by Jesse P. Bogue in an article in 1951.

> ". . . In many communities where the 13th and 14th years of public education have been well established as an integral part of the public school system, trends are strong for the high school to provide for more general education and to lift business education with respect to its skills into the junior college years of study."[2]

Walter Emmerling noted in an article in 1959 that since the high school can no longer provide both the general and vocational education required for employment in business, it should concentrate on general education and consider secretarial and accounting positions as specialized occupations which require more training than can be provided through the regular high school courses.[3]

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[1] *Studies in Unemployment*, Special Committee on Unemployment Problems, p. 83.
[2] Bogue, J. P., "Business Education for Today," *Modern Business Education* (January, 1951), Vol. 17, p. 4.

The tendency to shift vocational business education upward from the high school was mentioned by John V. Bosch in his doctoral dissertation, "A Business Curriculum for the Community College of Temple University," which was completed in 1952.

> "... The business education of the secondary school may provide a helpful background for more advanced work in a post-high school educational institution, or it may provide training to enable youth to enter work in some business occupation. More and more, however, there is a tendency to move business training to the post-high school years."[4]

The tendency to upgrade the advanced levels of vocational business education to post-secondary educational institutions was recently noted by Elvin S. Eyster in an article in *The Journal of Business Education.*

> "The advanced levels of job-preparatory business education will tend to be upgraded on an age level and moved out of secondary schools into business colleges, technical schools beyond the secondary-school level, and possibly into junior and community colleges. . . ."[5]

Herbert A. Tonne pointed out in his book, *Principles of Business Education,* that vocational business education will be gradually upgraded from the secondary school as more parents realize that the better positions in business require preparation at the post-secondary level.

> "A vocational skill subject is best learned just before it is to be used. The interest is keener at that point, the methods and subject matter are more up-to-date, and there is no loss of skill due to disuse. The upgrading of skill subjects, however, will be a gradual process, because many high school graduates still find employment, and teachers and counselors have not yet convinced parents that a high school education is often insufficient preparation for a stenographic or bookkeeping position with promotional opportunities. In time, however, parents will realize that better positions are obtained by those with more training; and, as post high school public education is extended, they will acknowledge the advantage of deferring technical training until boys and girls have had a broader general education."[6]

In an article in 1960, Lindley J. Stiles presented a futuristic look at office occupations and emphasized the fact that a higher level of education plus specialized technical training will probably become the prerequisite for the better office positions.

> "We are told that business and industry finds its greatest bottleneck in handling transactions and keeping records of its activities. The office and secretarial staff of the future will have to be both brilliant and creative. They will have to know how to operate highly intricate computers and various kinds of machines of communication and recordkeeping. Stenographers very likely will not only be required to take dictation at more rapid rates, but may well be expected to deal with communication in more than one language. Such competence requires able students. No longer can we

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[3] Emmerling, Walter, "A Businessman Comments on Better Business Education," *American Business Education* (October, 1959), Vol. 16, p. 54.

[4] Bosch, J. V., *A Business Curriculum for the Community College of Temple University*, p. 176.

[5] Eyster, E. S., "Business Education in Transition: New Directions," *The Journal of Business Education* (March, 1961), Vol. 36, p. 232.

[6] Tonne, H. A., *Principles of Business Education* (New York: McGraw-Hill Book Co., Inc., 1959), p. 448.

> assume that the needs of business offices can be met by people of moderate ability and perhaps minimum preparation. A college education and specialized technical training may well be the prerequisite for all the better office positions in the near future . . ."[7]

The increasing complexity of business and the modification of business occupations are expected to accelerate the trend toward upgrading vocational business education to the junior college during the next decade; therefore, terminal-vocational business education programs must be developed which will take into consideration the student's previous education and business experience.

The Nature of Terminal Vocational Education for Business

The growing emphasis on general education at the high school level, the increasing age of employability, the tendency to upgrade vocational business education to the post-secondary level, and the lack of interest expressed by senior institutions in one- and two-year terminal-vocational business education programs indicate that the junior college is the most logical educational institution for providing preparation for the semiprofessional business occupations. The importance of providing one- and two-year terminal-vocational business education programs at the junior college level was noted by Leland L. Medsker in 1959.

> ". . . greater consideration must be given to the matter of one- and two-year terminal programs in business. It may well be that industry's needs cannot and should not be met by four-year business programs. For one thing, there may not be sufficient facilities to afford baccalaureate programs for everyone. Further, it is probably true that just as in other phases of industry, there are many supporting positions at the technician's level which can be well filled by the person with two years of training. Many youths who can profit from that amount of training may not be able to profit materially from four years of more rigorous training. Yet as a nation it is extremely important that talent of all kinds and at all levels be salvaged if adequate manpower is to be made available to the economy in the next decade."[8]

In the May, 1961, issue of the *Junior College Journal*, Howard A. Campion emphasized the fact that the number of semiprofessional positions in business is rapidly increasing and that the junior college is the logical institution for providing training for them.

> "There is increasing recognition of the need of many individuals for only two (or less) years of education beyond the high school and in most states the junior college is accepting the responsibility of meeting this need. This involves the development of courses in general education and especially curriculums designed to prepare for entrance into the occupational world. American business and industry require four times as many technicians, laboratory aides, skilled artisians and medical, dental and engineering aides as are required at the professional level. For the persons who will occupy such positions the junior college is truly the open door to required training beyond the high school."[9]

The nature of junior college terminal vocational business education and how it should differ from vocational business education at the secondary-school level were pointed out by Leland L. Medsker in *The Education of American Businessmen* which was published in 1959.

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[7] Stiles, L. J., "Frontiers in Education," *National Association of Business Teacher Education Bulletin* (Washington: National Education Association, 1960), Vol. 72, p. 7.

[8] Medsker, L. L., "Preparation for Business in Junior Colleges," *The Education of American Businessmen* (New York: McGraw-Hill Book Co., Inc., 1959), p. 660.

[9] Campion, H. A., "The Junior College Must Hold Open the Closing Door of Opportunity for Higher Education," *Junior College Journal* (May, 1961), Vol. 31, p. 511.

> "The terminal program must, naturally, allow for some concentration on specific knowledge and tools. For example, where machines are involved in a particular curricular outlet, the student will be taught more about what the machines do, how they operate, and usually, to a somewhat limited extent, the factors involved in interpreting the data. The girl trained as a secretary must indeed be skillful in typewriting, shorthand, and related skills. But the principal difference in performance of a girl with an associate in arts degree plus secretarial training in a junior college and a girl direct from high school or from a concentrated business training course should *not* be her superior secretarial skills (though it is probable they will be superior). Instead the difference should be the girl's skill in communication, her understanding of people, and her awareness of and interest in the outside influences which touch upon her employer's responsibility."[10]

The nature of semiprofessional business education at the junior college level was succinctly described by Gilbert J. Farley in his doctoral dissertation, "The Role of the Community College in the Preparation of the Semiprofessional Office Worker," which was completed in 1961.

> "It would appear that semiprofessional business education in the community college must be viewed with two objectives in mind, both of which are based on experience in business. The first objective is to prepare students planning to enter business for the first time and for whom the college must offer a program of skills or specialized vocational training as "tools" for the "threshold" positions which these students will enter. This vocational training must include basic general education courses especially in the areas of the communication field — language and mathematics — and in the area of the social sciences, especially human relations if the student is to qualify for positions of responsibility in the future. The second objective is to prepare those who have had some experience or who are currently employed and seeking advancement to the semiprofessional level. These students will require in some instances varying degrees of specialized business training to refine their present skills and to complete their previous vocational training, but the emphasis for these students will be in the general education field. Morevoer, any programs designed for those currently employed should be on a cooperative basis with their employers."[11]

Terminal-vocational business education programs should include a generous amount of general education, provide cooperative work experience, and bear a close relationship to business and the local community. The programs should be centered around preparation for a family of occupations instead of one specific job since the constant modifications of business occupations may mean that the student will need to change positions a number of times during the course of his employable life. There is a noticeable trend toward discarding the idea of preparing for a single life occupation since an individual's knowledge, skills, and abilities are ordinarily sufficiently broad that a shift may be made to one of a number of occupations without serious adjustment problems.

General Education Background

A proper balance of general and vocational education is required by individuals in order to make frequent adjustments to the social and economic order in which they live and work. Almost all business educators and businessmen have come to recognize the value of general education as a part of the junior college terminal-vocational business education programs; therefore, overemphasis on vocational skills must not be permitted at the expense of general education. If terminal-vocational business education programs are to serve adequately the long-range needs of students, they must be planned and organized so as to have a sound balance of general education and vocational business education. McKee Fisk noted as long ago as 1940 that vocational business education at the junior college level should be correlated with general education since each complements the other.

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[10] Medsker, *op. cit.*, p. 661.

[11] Farley, G. J., *The Role of the Community College in the Preparation of the Semiprofessional Office Worker*, pp. 123–124.

> "The vocational education program at the junior college level is correlated with the program of general education. Junior college leaders see no conflict between general or cultural education and vocational education. It is recognized that best vocational education contains an abundance of general education, that no cultural education is complete without some vocational education, and that one is the complement of the other."[12]

In an article in the October, 1952, issue of *Collegiate News and Views*, James Gemmell emphasized the fact that general and vocational education are not two distinct kinds of education — that education is a unified process which encompasses both general and vocational education.

> "The idea has long persisted that a general education is one thing and vocational education is another — that the two should be differentiated because one is preparation for leisure and the other for labor. Those who hold this view believe that a certain phase of a student's formal education should be set aside for the purpose of acquiring a general education. Then if the student desires vocational education, he should pursue it with singleness of purpose. The plain fact is that education is a unified process. It aims to develop in the student the qualities of critical thinking and personality needed for the job and for life."[13]

Approximately the same point of view was expressed by Coleman R. Griffith in his book, *The Junior College in Illinois*, which was published in 1945.

> ". . . There can be no question but that the establishment of nothing but terminal courses with vocational emphasis in all educational institutions would be a great error. But there is danger in creating an either-or fight over the aims of education as they may be expressed at the junior college level. All education should be preparation for life through the acquisition of a disciplined mind, through the acquisition of the techniques of growth, through the acquisition of culture, and through the acquisition of skills and habits necessary for economic and kindred activities. To a certain degree, there should be an intermixture of all these acquisitions in any pattern of education. Increased emphasis on vocational and subprofessional training is merely a recognition of the responsibility that attaches to any program of universal training on a broad national scale."[14]

Herbert A. Tonne noted in his book, *Principles of Business Education*, that skill training enables the prospective worker to obtain his initial position in business, but that promotional opportunities are largely dependent upon broader training composed of general education and vocational business education.

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[12] Fisk, McKee, "The Junior College Business Curriculum," *The Business Curriculum*, p. 90.

[13] Gemmell, James. "General Education in Colleges and Universities," *Collegiate News and Views* (October, 1952), Vol. 6, pp. 13–14.

[14] Griffith, C. R., and Hortense Blackstone, *The Junior College in Illinois* (Urbana, Illinois: University of Illinois Press), p. 163.

> ". . . Skill training is important because it is the means by which the prospective worker gets his initial position. Nevertheless, unless the worker has a means of winning promotion, he will find his initial opportunity of little value. Promotional opportunity arises because of the ability to make use of a specific skill in solving problems, in making adjustments, and in dealing with personalities. A broader training than that involved in sheer skill building is therefore required. For this reason, it is desirable that those who take business training take it in connection with a general educational program which will really function, or that they take this program of business training after they have obtained a fairly comprehensive understanding of the community in which they are living."[15]

The nature of general education that should be incorporated in the terminal-vocational business education programs at the junior college level was recently described by Gilbert J. Farley in his doctoral dissertation, "The Role of the Community College in the Preparation of the Semiprofessional Office Worker."

> "In the area of the semiprofessional occupations, then, it is evident that general education, those disciplines or subject areas which will prepare an individual to understand human relationships, to look for and accept change and be able to adapt easily, and above all to be able to communicate effectively, is necessary. That it will hold a major part in the development of any program of studies at this occupational and educational level is clear. The exact proportion of the total program which it will claim will be dependent on the needs of the student — that is, how well the student is prepared or developed in the areas included — and of the nature of the type of work for which he is being prepared. A student preparing for the supervisory level in the semiprofessional field will require, in all probability, far more general education than the student preparing for either the secretarial or accounting areas. . . ."[16]

Concomitant with each advance in science and technology is the need for a more flexible and adaptable kind of education for effective living and for earning a living. Change is an element which endures from one generation to another in a free enterprise system; therefore, students preparing for semiprofessional business occupations will need a broader general education background which will enable them to cope with occupational changes as well as to make satisfactory adjustments to the complex society in which they must live and work.

Cooperative Work Programs

Cooperative work programs at the junior-college level offer the prospective worker a firsthand opportunity to understand and appreciate the operation of the American economic system and thus help to bridge the gap between formal education and initial employment. Cooperative work experience often motivates students in their academic studies since they are able to understand the purpose for studying certain subjects which would otherwise seem irrelevant to them. Many business educators and businessmen consider cooperative work experience as an indispensable part of the terminal-vocational business education programs. Tyrus Hillway noted in his recent book, *The American Two-Year College*, that cooperative education is generally recognized as an effective means of combining theoretical and practical training.

> "Most educators who have studied cooperative education extensively praise it as a means of combining theoretical and practical training. The

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[15] Tonne, *op. cit.*, pp. 513–514.
[16] Farley, *op. cit.*, pp. 118–119.

> industrial shop or business office becomes, in effect, an outside laboratory for the college, and one in which the student can study under real rather than simulated conditions. . . ."[17]

In an article in the March, 1951, issue of *Business Education World,* Edwin A. Lederer emphasized the potentiality of cooperative education in helping students make proper vocational choices.

> ". . . Co-operative education at the junior-college level possesses great potential for the better integration of young adults into the business life of the community. Students at this age are concerned with making the proper vocational choice and usually are in a better position to make valid judgments on this matter than at any time previous to this age."[18]

The nature of junior college cooperative work programs varies somewhat from one community to another depending on the curricular offerings of the individual junior college. The most prevalent form of cooperative education was described by Tyrus Hillway in 1958.

> "Cooperative or work-study education makes direct use of shops, factories, and community business and governmental offices to further the vocational training of the student. In its most prevalent form, cooperative education consists of alternating periods of classroom study and actual employment. The institution arranges with a local employer to provide the student with a learner's job in which he can develop familiarity with the real conditions of his chosen occupation. Usually such a job is directly related to the special field of study in which the student is enrolled. He may spend from six to ten weeks in regular classroom activities, then a similar amount of time on the job; and he shifts in this way from one phase of his training to another."[19]

The nature of cooperative education at the junior-college level was also recently described by James W. Thornton, Jr., in his book, *The Community Junior College.*

> "Cooperative work experience is a further opportunity in the development of occupational programs. In cooperative education, students preparing for occupations spend part of their time in classes on the college campus, both in general education and in occupational courses. In addition, a part of their junior college course is devoted to work in the occupation for which they are preparing. The junior college staff arranges for the student's placement, supervises his work, and grants limited credit for successful completion of the assignment. In some plans, the students work as much as half-time and receive learners' rates of pay; in others their work is limited to fewer than ten hours weekly, and they receive no pay. Under either plan, the important outcomes from the standpoint of the community junior college are the firsthand acquaintance the student gains with the requirements of employment and the added understanding he brings to his class work."[20]

Although cooperative work programs are not currently provided by the majority of junior colleges which offer terminal-vocational education curricula, their value in helping students make a smooth transition from a program of formal education to employment in business is generally recognized as being extremely important. The advantages of providing carefully planned and organized cooperative work programs which are closely correlated with the student's academic program have been stated rather frequently in the literature in recent years. The advantages of cooperative work programs to the participant and to business were outlined by Phebe Ward in *Terminal Education in the Junior College* which was published in 1947.

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[17] Hillway, Tyrus, *The American Two-Year College* (New York: Harper and Row, Publishers, Inc.), p. 118.

[18] Lederer, E. A., "Patterns and Trends in Functional Junior-College Business Education," *Business Education World* (March, 1951), Vol. 31, p. 339.

[19] Hillway, *op. cit.*, pp. 117–118.

[20] Thornton, J. W., Jr., *The Community Junior College* (New York: John Wiley and Sons, Inc., 1960), p. 193.

> "Junior colleges that are using cooperative work programs report many advantages. For example, institutions are able to accommodate more students without increasing their staff and plant, for local industry and business furnish offices and plants as the laboratories; and students in these programs display increased interest in school work and in supplementary training. This training is more practical because the students must have up-to-date job training in order to solve their problems on the job. And a closer school-and-industry relationship exists!
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> "Students like cooperative training because of the benefits which they realize, such as financial assistance afforded by the work, greater academic achievement, more effective job preparation, and better employment opportunities. Industries that participate in cooperative work programs are also enthusiastic about the plan, for it enables them to build up a pool of supervisory and executive material and to establish a potential-employee proving ground."[21]

The advantage of cooperative work programs in preparing the prospective worker to cope with the adjustment problems which he will encounter in his initial position were noted by C. A. Nolan and Carlos K. Hayden in their book, *Principles and Problems of Business Education.*

> "Probably the greatest advantage of the cooperative plan to the trainee arises from the fact that no school or college can offer a vocational course of any kind — industrial, professional, or business — that fully prepares a student for a vocation. The work of a school or college must always be largely theoretical in character. Regardless of how well equipped a school or college may be, regardless of how practical the subjects may be, regardless of how skilled the teachers may be, a school or college can never furnish the experiences that the student will encounter when he enters his vocation. . . ."[22]

Despite the many advantages claimed for cooperative work programs, they have certain limitations which should be recognized by curriculum planners in the area of junior college terminal vocational business education. Some of the major disadvantages of cooperative work programs to the educational institution, the trainee, and the employer were mentioned by Nolan and Hayden. The scheduling problems and added cost involved in operating the cooperative work programs represent drawbacks for the educational institution; the failure of some employers to provide a variety of work experience frequently results in a waste of time for the trainee; and the excessive cost of training students who will probably seek employment elsewhere represents a poor investment for the employer.[23]

Although there is a general agreement among business educators and businessmen that cooperative work experience should become an integral part of junior college terminal-vocational business education programs, great care must be exercised in planning and supervising the programs in order that they will provide students with a broad understanding of the nature and functions of business rather than preparation for a specific job.

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[21] Ward, Phebe, *Terminal Education in the Junior College* (New York: Harper and Row, Publishers, Inc.), p. 68.

[22] Nolan, C. A., and Hayden, C. K., *Principles and Problems of Business Education*, p. 295.

[23] *Ibid.*, pp. 297–298.

Relationship to Community and Business

Junior college education is based on the philosophy that its curricular offerings should bear a close relationship to the community which it serves. In an article in 1951, Edwin A. Lederer noted that the public junior college must cater to the educational needs and requirements of the people living in the local area.

> "The public junior college must accept its status as a community institution that owes its existence to the citizenry of the local area. As such, it cannot hesitate to break away from established tradition in the face of a clear mandate from its constituents regarding their particular needs and requirements."[24]

The fact that the public junior college should be community centered was also emphasized by Gilbert J. Farley in his doctoral dissertation, *The Role of the Community College in the Preparation of the Semiprofessional Office Worker.*

> "The public junior college, whether its philosophy is based on it being a preparatory or terminal institution, a part of the secondary school system or a tertiary institution, should be community centered. It must be sufficiently flexible to adapt to rapid changes, and even to anticipate these changes, so that its students may enter the community of the local business and professional world adequately prepared not only to earn a living satisfactorily but also to be an efficient social being able to meet the complex challenges of today's increasingly shrinking world and universe."[25]

The need for a closer relationship between terminal-vocational business education programs and the community and business has been accentuated since World War II by the constant modification of business occupations. As the changes in business occupations become more widespread and as the problems encountered in planning the terminal-vocational business education programs become increasingly complex, greater use must be made of community and business resources. The importance of establishing a close relationship between the business programs and the business community was emphasized by James F. Griffin in an article in the May, 1957, issue of *American Business Education.*

> "No business education program, whether it emphasizes vocational business education or basic business education, can operate in a vacuum; by its very nature a close relationship must be established with the business community if the program is to be kept up to date. . . ."[26]

The logicalness of maintaining a close relationship between business education programs and the business and economic environment was stressed by Herman G. Enterline in 1957.

> "It is axiomatic that any area of education should bear a close relationship to the environment within which the student lives and should aid in the adjustment of the individual to that environment. The environment of the student who studies business courses is the business employment market and the business-economic activities and views of 'thinking' citizens. It follows, then, that any program of business education or any course in business education must bear a close relationship to the business and economic environment."[27]

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[24] Lederer, *op. cit.*, p. 339.

[25] Farley, *op. cit.*, p. 96.

[26] Griffin, J. F., "The Unique Responsibility of the Program of Business Education to the Community," *American Business Education* (May, 1957), Vol. 13, p. 216.

[27] Enterline, H. G., "Business Education and the Community," *American Business Education* (May, 1957), Vol. 13, p. 212.

A. L. Walker recently pointed out the fact that the content of business education programs must be related to current business practice and indicated certain ways in which the community and business should be used as a laboratory in developing business education programs.

> "Business education whether at the high school or collegiate level must be ever ready to meet changing conditions and requirements. Business is dynamic. Business education must not be static. Occupational requirements are constantly shifting to meet specialized conditions. The new demands of scientific management, the mechanization of the office, and improved work procedures and routine imply continuous evaluation and adjustment in business training. Business training content and methods must continually be related to current business practice in the community. Business training needs to develop not from textbooks alone but from business life itself; therefore, it is not only desirable but essential that the community be considered and used as the laboratory for business training through the avenues of part-time work experience, tours of local offices, and continuing contact with graduates, and the use of representative advisory committees composed of business employers and employees."[28]

The relationship between terminal-vocational business education programs and business varies from one junior college to another depending on the kind of programs offered and the opportunities which exist for contacts with business; however, some of the more common methods used by junior colleges in developing and maintaining a close relationship with the community and business include cooperative work programs, advisory committees, follow-up studies of recent graduates, occupational surveys, and job analyses.[29]

The most effective kind of cooperation between educational institutions and business was described by Elvin S. Eyster in an article in 1955 as a serious study of the needs of the various aspects of business education.

> "Cooperation between schools and business is not confined to visits and exhibits and demonstrations: it requires deep study, cooperative study of needs of specific aspects of business education; it involves communication of ideas, concepts, and points of view. Study of this nature means time must be devoted to it; both businessmen and school personnel must see clearly the desirability of such study and thus be willing to expend the time and energy necessary for it. Infinite good for business education can come from genuine cooperation between schools and business, but that cooperation must be on the communication level, the level of the open, inquiring mind.[30]

The benefits which accrue to both the educational institution and business as a result of cooperative endeavors in planning and developing the business education programs were noted by Ray Abrams and others in *Community Cooperation in Business Education.*

> "A program of cooperation between the school and business is mutually beneficial. Through its functioning, business men are assured of obtaining employees prepared to fill the business occupations essential to the smooth operation of business affairs, and the schools have the satisfaction that comes with the knowledge that the program of training is based on reality and that the product of such training will measure up to the demands of business."[31]

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[28] Walker, A. L., "The Relation of Business Education to the Total School Program," *Business Education Meets the Needs of the Times*, p. 135.

[29] Abrams, Ray, and others, "The Functions of Placement and Follow-Up in Co-operating with Business," *Community Co-operation in Business Education*, p. 202.

[30] Eyster, E. S., "Business-School Cooperation — Whose Responsibility?" *The Journal of Business Education* (January, 1955), Vol. 30, pp. 155–156.

[31] Abrams, *op. cit.*, p. 34.

The continuous interchange of ideas and information by the junior college and the community and business will enhance the development of terminal-vocational business education programs which will more adequately prepare students for a multiplicity of semiprofessional business occupations.

Summary

The trend toward upgrading vocational business education from the secondary school and private business college to the junior college has been accentuated since World War II by the increasing emphasis on general education and by the creation of business occupations which require a higher level of intelligence and skill. Since the secondary school still represents terminal education for the majority of youth, vocational business education programs will continue to be offered; however, they will provide preparation for the lower-level business occupations leaving preparation for the semiprofessional business occupations to the junior college.

The junior college appears to be the most logical educational institution for offering one- and two-year terminal-vocational business education programs; therefore, their nature and educational levels should be markedly different from the programs provided by other educational institutions. The programs should include a generous amount of general education, provide cooperative work experience, bear a close relationship to the local community and business, and be centered around preparation for families of occupations rather than one specific job.

Terminal vocational business education at the junior college level is primarily concerned with preparing students for the semiprofessional business occupations which require a broader educational background than the routine business jobs. The inherent dangers in overspecialization and the value of general education as a background for terminal vocational business education are generally recognized by businessmen and business educators; therefore, it is essential that the programs contain a balance of general education and vocational business education.

Cooperative work experience should be an integral part of the junior college terminal-vocational business education program. In its most prevalent form, cooperative education consists of dividing the student's time between the classroom and business employment which is closely related to his subject area. Carefully planned and supervised cooperative work experience provides the prospective worker with a firsthand opportunity to understand the operation of the American business and economic system and thus helps to bridge the gap between theoretical and practical training; relieves the junior college of the responsibility of providing expensive equipment and facilities; and enables business to recruit employees who have been trained in their own offices.

The need for a closer relationship between terminal-vocational business education programs and the community and business has recently been accentuated by the constant modification of business occupations. Follow-up studies, cooperative work programs, job surveys and analyses, and advisory committees are among the methods most frequently used by junior colleges in developing and maintaining a close relationship with the community and business. The interchange of ideas and information by junior colleges and the community and business result in the development of more adequate business education programs which benefit the student, the junior college, the local community, and business.

CHAPTER IV

PREPARATION FOR UPPER-DIVISION STUDY IN BUSINESS

The first and only function of the early junior college was that of preparing students for upper-division study in senior colleges and universities. All students who attended the junior college were expected to pursue the same program which was largely a duplication of the first two years of work offered by senior institutions. In more recent years, the junior college has been given greater responsibility for planning its curricula and the result has been the development of more flexible preparatory programs which bear a closer relationship to special subject areas. Since more and more students choose to begin their higher education in the junior college, the preparatory program in business is rapidly gaining popularity; therefore, the purpose of this chapter is to consider the changing role of the businessman, the nature of collegiate education for business, the functions of collegiate education for business, and the increasing emphasis on liberal education as a background for upper-division study in business.

The Changing Role of the Businessman

Since the turn of the present century, the United States has attained a position of world leadership largely through its preeminence in the field of business. During the same period, phenomenal changes have occurred in the structure of the business organization and in the personnel requirements necessary for its efficient operation. In an article in 1955, Maynard A. Peck noted the gradual change from owner-managers to career managers who are primarily concerned with the efficient operation of the business organization.

> ". . . Originally most businesses were small and largely local in character. Such organizations being small were controlled and operated by the owners themselves. Employees had little occasion to represent the owner in contacts with the public.
>
> "More recently there has been developing a group of men who might be referred to as 'career men' in business. They are men who can never hope to own business enterprises for themselves. They see in business more than the mere making of profit. They find satisfaction in directing their brains and energies toward a better business world. . . ."[1]

W. George Pinnell recently described the replacement of the "Captains of Industry" by career managers and the methods used by each in making business decisions.

> ". . . The 'Captains of Industry' of 50 years ago have given way to a new group of highly professional, career managers who usually own little or no share in the firms they manage. The Captains made decisions on the basis of hunch and intuition, while today's professional managers make use not only of a wide variety of scientific aids to decision-making but also rely on the assistance of highly competent staff specialists."[2]

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[1] Peck, M. A., "Business Education in the Liberal Arts College," *Association of American Colleges Bulletin* (May, 1955), Vol. 41, p. 299.

[2] Pinnell, W. G., "New Frontiers in Business," *National Association of Business Teacher Education* (Washington: National Education Association, 1960), Vol. 72, p. 16.

Prior to World War II, businessmen, for the most part, were narrowly trained and were often thought to be unscrupulous since their primary motive was to maximize profit. As business has assumed greater prominence in the life of nearly all individuals, most people have come to think of it as a social institution which should have service and social motives in addition to the profit motive. Since the business organization is recognized as a social institution, businessmen are expected to possess a sense of social responsibility. This point of view was recently expressed by Robert A. Gordon and James E. Howell in their book, *Higher Education for Business.*

> "Most businessmen and educators agree that the business practitioner should have a well developed sense of social responsibility. This is a subject endowed with more than its share of cliches, but the abundance of platitudes does not diminish the importance of the problem.
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> "The problem arises out of two facts. First, the businessman's decisions affect both his 'external' and 'internal' environment. What he does is of consequence to all those outside his firm who are directly or indirectly affected by his firm's activities; and what he does is of obvious concern to the groups within the firm. Organizational health depends upon an appropriate reconciliation of the company's objectives and of the goals of the formal and informal groups of which the organization is composed. This is now almost universally recognized, and statements by corporation executives regarding their obligations to employees, customers, stockholders, and other groups tend to be made in all seriousness, however banal these statements may sometimes sound to the listening skeptic.
>
> "The second fact is that businessmen make up an elite group in our kind of society. Even outside their business activities, they are expected to assume a leadership role — in local, regional, and national affairs. As a matter of fact, the welfare of their firms requires that they assume a leadership role. Otherwise they lose the opportunity to influence the way in which their environment impinges upon their purely business activities."[3]

In 1954, James B. McMillan emphasized the fact that society expects businessmen to possess reputable personal and social values.

> "We all, educators, business people, and society as a whole, want businessmen educated to think objectively, to withhold judgments until the facts are in, to question assumptions, to take advantage of the cumulative nature of knowledge and avoid efficient digging for what has already been mined and processed. We want businessmen with reputable personal values and social, not antisocial values."[4]

In an article in the May, 1952, issue of the *Association of American Colleges Bulletin*, Robert D. Calkins indicated that businessmen should be broadly educated and should act responsibly toward society.

> "Business in this country will continue to require men of broad and exceptional abilities. Such men are needed not only in the interest of good management in the firms employing them, but also in the interest of society. Society requires that the economy be well managed and efficient in all its parts. But society requires more.
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> "Society requires that those who attain responsible positions be responsible people who act responsibly. In our system, the businessman, like any other informed citizen who can, should contribute to the formulation of

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[3] Gordon, R. A., and Howell, J. E., *Higher Education for Business*, pp. 81–82.

[4] McMillan, J. B., "The Contribution of the Liberal Arts," *Collegiate Education for Business* (University, Alabama: University of Alabama, Bureau of Business Research), p. 67.

> public policy. If he is to exert influence, it should be an informed influence for the public good."[5]

The increasing size and complexity of the business organization is expected to accelerate the trend toward professional business management. Businessmen in the future will be required to interpret the social, economic, and political environment in which their firms operate; therefore, they can no longer afford to base their decisions on intuition and hunch — they must be broadly educated men who possess sound personal and social values, who can think logically and creatively, judge wisely, communicate effectively, and work well with others. The role of the businessman will gain new importance and new prominence as business statesmanship is exhibited and applied in the operation of the business enterprise.

The role which the businessman is expected to occupy in the business firm and in the society in which the firm operates should be considered carefully in planning the junior college preparatory program for upper-division study in business.

The Nature of Collegiate Education for Business

A half century ago there were very few educated men in business, but the growing size and complexity of the business organization and the continuously changing environment in which business operates require men who possess a broad educational background as well as a thorough knowledge and understanding of the nature and functions of business. The changes in the qualifications for success in a business career and the nature of education required for the higher level positions in business were described by Elvin S. Eyster in an article in the April, 1958, issue of *The Journal of Business Education*.

> "In the early days of the entrepreneur, the thought was widely held that the major qualifications for success in a business career were *business sense* and skill in the art of *sharp business practices*. This thought has given way completely to the concept that the requisites for a career in business include a background in general and cultural education comparable to the professions, mastery of theory and principles of the American economic system, complete understanding of the basic disciplines of which business administration is comprised, and competency in applying and manipulating business procedures and practices in specific business situations. But, competency in general education, economics, and business administration is not enough. The businessman must be creative, have a resourceful mind, and possess the ability to analyze. He must have the capacity for reflective thought. Although he must be skilled in the *know-how* of business, his success is dependent upon his philosophy of business, creativeness, resourcefulness and originality, and his decision-making ability. Few, if any, other careers of service require a broader competence and greater breadth of understanding."[6]

The kind of education required for the efficient management of the modern business organization was outlined by A. N. Whitehead in his book, *The Aims of Education and Other Essays*, which was published in 1959.

> ". . . In a simpler world, business relations were simpler, being based on the immediate contact of man with man and on immediate confrontation with all relevant material circumstances. Today business organization requires an imaginative grasp of the psychologies of populations engaged in differing

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[5] Calkins, R. D., "Liberal Arts in Business Training," *Association of American Colleges Bulletin* (May, 1952), Vol. 38, pp. 332–333.

[6] Eyster, E. S., "Capable Students Challenged by Business Careers," *The Journal of Business Education* (April, 1958), Vol. 33, p. 277.

> modes of occupation; of populations scattered through cities, through mountains, through plains; of populations in forests. It requires an imaginative grasp of conditions in the tropics, and of conditions in temperate zones. It requires an imaginative grasp of the interlocking interests of great organizations, and of the reactions of the whole complex to any change in one of its elements. It requires an imaginative understanding of laws of political economy, not merely in the abstract, but also with the power to construe them in terms of the particular circumstances of a concrete business. It requires some knowledge of the habits of government, and of the variations of those habits under diverse conditions. It requires an imaginative vision of the binding forces of any human organization, a sympathetic vision of the limits of human nature and of the conditions which evoke loyalty of service. It requires some knowledge of the laws of health, and of the laws of fatigue, and of the conditions for sustained reliability. It requires an imaginative understanding of the social effects of the conditions of factories. It requires a sufficient conception of the role of applied science in modern society. It requires that discipline of character which can say 'yes' and 'no' to other men, not by reason of blind obstinacy, but with firmness derived from a conscious evaluation of relevant alternatives."[7]

The changing nature of collegiate education for business was recently discussed by Robert A. Gordon and James E. Howell in their book, *Higher Education for Business.*

> ". . . Business is coming to place greater emphasis on the kinds of knowledge that contribute to analytical capacity, to breadth and flexibility of mind, and to the ability to cope with a technological, social, economic, and political environment that changes with bewildering rapidity. Business still has a demand for specialized knowledge, but the demand for specialized training for the lower positions in management is tending to diminish, and the demand for a higher order of specialized knowledge and technical skill — derived from the physical and social sciences and from mathematics and statistics — is tending to increase. Beyond this, the need is for some knowledge of business and economic 'fundamentals,' of the art of communication, and of the problems created by organizational relationships, as well as for the kind of broad background that contributes to the basic abilities. . . ."[8]

One of the noticeable trends in collegiate education for business in recent years is that more attention is being devoted to providing the student with a broader knowledge and understanding of the business organization and its relationship to society; whereas less emphasis is being placed on the specialized areas of business. Courtney Brown and Leland Hazard noted in an article in 1959 that collegiate education for business should be concerned with the broader aspects of business instead of preparation for the first job.

> ". . . education for business in the institutions of higher learning should be broadly based. It should emphasize the analytical aspects of business problems; and interrelationships between business and the environment in which it operates; the theory and principles of organizations and their administration; and the applicability to business problems of scientific methods and of such basic academic disciplines as economics, mathematics, philosophy, psychology and sociology. Preparation of the collegiate student for the first job should be subordinate to, and indeed a by-product of, the development of transferable business talents for unpredictable tasks of tomorrow."[9]

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[7] Whitehead, A. N., *The Aims of Education and Other Essays* (New York: Macmillan Co.), pp. 141–142.

[8] Gordon and Howell, *op. cit.*, pp. 99–100.

[9] Brown, Courtney, and Hazard, Leland, "Are We Really Educating Our Business Leaders?" *Saturday Review* (November 14, 1959), Vol. 42, p. 17.

Approximately the same point of view was expressed by Robert A. Gordon and James E. Howell in *Higher Education for Business* which was published in 1959.

> ". . . Collegiate business education should educate for the whole career and not primarily for the first job. It should view the practice of business professionally in the sense of relating it to what we have in the way of relevant systematic bodies of knowledge. It should emphasize the development of basic problem-solving and organizational skills and socially constructive attitudes rather than memory of facts or training in routine skills.
>
> "It should recognize that businessmen in the decades ahead will need a higher order of analytical ability, a more sophisticated command of analytical tools, a greater degree of organizational skill, a greater capacity to deal with the external environment of business, and more of an ability to cope with rapid change than has been true in the past. . . ."[10]

Frank C. Pierson noted in a recent book, *The Education of American Businessmen,* that collegiate education for business should be concerned with developing transferable capacities which have broad application since it is impossible to predict the specific kinds of knowledge or particular skills which students will need during the course of their employable life.

> ". . . The individual student cannot hope to know the specific kinds of knowledge or particular skills he will need for the different positions he will hold over his working lifetime. Even in a static environment this would be unlikely enough; in a diversified, fast-changing society like ours it is simply unimaginable. Therefore, business schools need to concentrate on helping students develop transferable capacities which can be used in many situations and many jobs. Chief attention needs to be placed on fostering qualities of clear analysis, imaginative reasoning, and balanced judgment and on strengthening those qualities through repeated application to business-type situations. Knowledge of subject matter is essential, but not enough. In addition to being grounded in certain important areas of business operations, the student needs to be able to use his knowledge in dealing with concrete problems. Accordingly, no more subject specialization should be encouraged, particularly at the undergraduate level, than is necessary to secure a start in industry. Primary emphasis could then rest where it belongs — on analysis and application of underlying disciplines and widely usable tool subjects."[11]

The multifarious problems facing business leaders are unparalleled in the history of the free enterprise system. The accelerating rate of social, economic, political, scientific, and technological change; the growing size and complexity of the business organization; and the increasing role of the Federal government in business represent problems which challenge the most capable minds. Collegiate education for business is expected to become professional in the years immediately ahead as higher levels of knowledge and skill are required by businessmen for the successful operation of the business organization; therefore, greater emphasis will need to be placed on helping prospective business leaders to develop a proper historical perspective, a personal and professional code of ethics, a sense of social responsibility, a desire for excellence, and an interest in personal improvement through continuing education.

Collegiate education for business in the junior college is basically a background preparation for upper-division study in business. The preparatory programs in business are composed primarily of liberal education; however, a few foundation courses in business are sometimes included in order to provide an introduction to the study of business. Since collegiate education for business is gradually becoming a joint responsibility of junior colleges and senior institutions, the nature of all aspects of collegiate education for business is of primary concern to the junior college.

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[10] Gordon and Howell, *op. cit.*, p. 127.

[11] Pierson, F. C., and others, *The Education of American Businessmen* (New York: McGraw-Hill Book Co., Inc., 1959), p. xiii.

Functions of Collegiate Education for Business

Formal business education programs were first offered in the United States by private business colleges. The programs, for the most part, were very narrowly conceived since only the essentials for initial business employment were provided. Responsibility for business training was gradually assumed by the public high schools and as business occupations developed which required higher levels of knowledge and skill, colleges and universities began offering two-year programs in business that were later extended to four years. Many of the college and university departments of business were reorganized as collegiate schools of business which offered specialized business training in the various areas of business.

The function of the early collegiate schools of business was primarily that of preparing students for the upper-level positions in business; however, in more recent years they have assumed additional functions. In the third annual Delta Pi Epsilon lecture, A. L. Prickett and Herluf V. Olsen noted the changes in the original function of the collegiate schools of business and their assumption of additional functions.

> "... For many years the function of schools of business on the collegiate level has generally been conceived as being that of preparing young men and women for careers in business on the managerial, executive, or administrative level. However, in the last decade or so it has become increasingly clear that this narrow concept does not at all meet the needs of our modern business economic system. Men educated only to understand and to operate business and nonbusiness organizations as individual units, without adequate understanding of and reference to their place and influence in the functioning of our economic system as a whole, will *not* be properly prepared to be leaders in modern business and industry. In other words, they must learn how to help manage our economic system through their activities as managers or administrators of business and nonbusiness enterprises and through the work and thinking of industry and inter-industry groups.
>
> "More specifically, the activities of a collegiate school of business center around three major types: (1) the education of youth for active participation in the business, economic, and public affairs of the world; (2) the development of scholars, teachers, and research workers; and (3) the improvement and enlargement of our knowledge concerning the effective conduct of business, economic and government activities."[12]

Robert A. Gordon and James E. Howell noted in their book, *Higher Education for Business*, which was published in 1959, that the functions of collegiate schools of business are to educate future businessmen, to advance business knowledge through research, to educate teachers and business research workers, and to offer a variety of services for government, business, and the community.[13]

Although most junior college preparatory programs in business include only a few business or business-related subjects, the functions of collegiate education for business should be clearly understood by junior college educators and administrators in order that the proper educational background may be provided for upper-division study in business.

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[12] Prickett, A. L., and Olsen, H. V., *The Collegiate Schools of Business in American Education*, pp. 11-12.

[13] Gordon and Howell, *op. cit.*, p. 143.

Increasing Emphasis on Liberal Education

Collegiate education for business has undergone extensive modification since its inception in the latter part of the Nineteenth Century. The early programs of collegiate education for business were highly specialized since vocational and liberal education were still considered to be two separate and distinct kinds of education. As the programs gradually gained acceptance and as business occupations required higher levels of knowledge and skill, more attention was devoted to liberal education as background preparation for business. The subjection of businessmen to higher standards of performance since World War II has resulted, in addition to enhancing the prominence of their role in the business organization and in society, in a renewed emphasis on the value of liberal education as background preparation for careers in business. The important position occupied by the businessman in society and his need for a broad liberal education were emphasized by Robert D. Calkins in an article in 1952.

> "No single group in the United States is in a position to influence our cultural standards more than those people who run the business affairs of this country. Many of our outstanding businessmen have contributed greatly to the arts and to our cultural resources.
>
> "We cannot escape the elemental truth that in war or peace, in government or in industry, and, indeed, in every walk of life it is the character and the competence and the wisdom of men in positions of leadership that predominantly govern our future. Such men need more than narrow specialized knowledge."[14]

The importance of including general or liberal education in the formal education program for businessmen was emphasized by Robert A. Gordon and James E. Howell in *Higher Education for Business* which was published in 1959.

> "Of primary importance is the requirement of a general or liberal education. This general education must serve two purposes. It must provide the basis for the development of what we think of as an educated man, including the liberal values, the perspective, the flexibility of mind, the analytical ability, and the moral values that we associate with liberal education. In the case of business, as in some other professions, parts of general education must also serve a preprofessional purpose. As medicine and engineering are rooted in the natural sciences, so business is rooted in the social sciences (including history), in science and technology, and in the analytical tools of mathematics and statistics.
>
> "A broad education, with appropriate attention to the fields we have emphasized, gives the future businessman a background with which to cope with his nonmarket environment, provides a start toward an understanding of organizational behavior, and offers a basis on which to build an understanding of the functioning of economic markets and the problems to be met in economic management. It also starts the student on the development of his ability to make rational decisions, to appraise personal and organizational goals, and to deal with other people."[15]

The nature of the liberal education background which future businessmen will need in order to discharge properly their functions was described in a bulletin entitled *Education for Careers in Business* which was published by Indiana University in 1960.

> "In order to discharge their functions properly, future business managers and specialists will need not only a knowledge of business, but also a broad

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[14] Calkins, *op. cit.*, p. 333.

[15] Gordon and Howell, *op. cit.*, pp. 114–115.

> and solid background of education in the arts and sciences, in human relations, in group organizations, and in the operation of the economic, political, and social system. They will need an understanding of the nature and behavior of the individual, relationships between individuals and groups, communication, motivation, and leadership. Business leaders of the future — in order to recognize their problems and to know how to attack them — will need a grounding in history, the humanities, science, and mathematics. They will need a familiarity with the underlying forces of Western civilization and the sweep of our own American heritage which has been so conducive to the development of a healthy climate for business progress."[16]

Close articulation between junior college preparatory programs in business and the four-year programs offered by collegiate schools of business and departments of business in senior colleges and universities is necessary in order that the junior college transfer students may enter their junior year without loss of credit and without serious adjustment problems. The increasing emphasis on liberal education as background preparation for collegiate education for business is having widespread effect on the junior college preparatory programs for upper-division study in business. Leland L. Medsker noted in 1959 that the tendency is for junior colleges to offer preparatory programs in business which are composed primarily of liberal education.

> ". . . one marked tendency is for junior college programs in business administration to reflect the trend toward postponement of specialization until upper-division or graduate years. This tendency was not only confirmed orally at the time of the visits made during 1956–1957 by the author to the 76 two-year colleges which cooperated in the Berkeley study but was reaffirmed by a study of the business administration program outlined in the catalogs of 55 of the same cooperating institutions. Fifty of these institutions were public (mostly junior or community colleges) and five were private junior colleges. They were distributed over the entire United States. The majority of the institutions prefaced the catalog outline of required and elective subjects in the preparatory business curriculum by a statement to the effect that the basic lower-division program in the field is that of liberal arts or letters and science. A few of the colleges did not even outline a business administration curriculum but instead referred the reader to the section of the catalog in which the usual letters and science program was outlined and suggested that the student interested in business consult the catalog of the appropriate senior institution for the proper choice of electives while in junior college."[17]

Medsker also noted that the tendency for junior colleges to offer a prescribed program of liberal arts with only a few fundamental courses in business such as economics and accounting simplifies the task of planning the preparatory programs in business but leaves numerous articulation problems and very few opportunities for the junior college to exhibit originality in planning its programs.[18]

Although most businessmen and educators tend to favor liberal education as background preparation for upper-division study in business, the junior college student should be permitted to enroll in enough foundation courses in business to gain an understanding of the nature and functions of business and to become acquainted with the various areas of specialization within the field of business. The failure to provide at least a few introductory courses in business often stifles the student's interest in college and causes him to lose sight of his main objective.

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[16] *Education for Careers in Business* (Bloomington, Indiana: Indiana University, 1960).

[17] Medsker, L. L., "Preparation for Business in Junior Colleges," *The Education of American Businessmen* (New York: McGraw-Hill Book Co., Inc., 1959), pp. 642–643.

[18] *Ibid.*, p. 658.

Summary

Widespread changes in both the size and structure of the business organization since the turn of the century have resulted in the modification of the role of the businessman in guiding the activities of his firm and in the society in which it operates. Owner-managers are being replaced rapidly by professional business managers who look upon business as a social institution which should be cognizant of its responsibilities to the various groups which it serves. In most instances ownership and management of business are divorced since professional business managers are motivated primarily by the successful operation of the business firm. The role of the businessman is expected to gain new prominence as business statesmanship is used in the management of the business organization.

Collegiate education for business was originally concerned with providing specialized training for initial employment in business; however, in more recent years the problems associated with the operation of the business organization have become so complex that specialized business training alone will no longer suffice. Preparation for successful careers in business requires, in addition to specialized business training, a broad educational background plus a thorough knowledge and understanding of the nature and functions of business. Specific preparation for the first job in business should be subordinate to the development of transferable capacities which can be used in a number of jobs.

Formal programs of education for business in the United States had their beginning in the private business colleges. The public high schools soon followed the lead of the private business colleges; and as business occupations required more advanced preparation, departments of business were established by colleges and universities. Many of the college and university departments of business were later transformed into collegiate schools of business whose original function was that of providing preparation for the higher-level positions in business. The functions of collegiate education for business were gradually extended to include the preparation of business teachers and research workers, the advancement of business knowledge, and the provision of a wide array of services for business and government.

The early programs of collegiate education for business were highly specialized since it was generally believed that vocational and liberal education were two separate and distinct kinds of education. As business occupations required higher levels of knowledge and skill, a limited amount of liberal education was gradually integrated with vocational business education. The growing complexity of business operations since World War II and the higher intellectual demands placed on the businessman have resulted in an increased emphasis on liberal education as background preparation for upper-division study in business.

Since collegiate education for business is frequently a joint responsibility of junior colleges and senior institutions (a broad educational background is provided by the junior colleges and advanced preparation for business is offered by the senior institutions), the junior college preparatory program in business should be composed primarily of liberal education; however, students should be permitted to enroll in enough foundation courses in business to gain a general understanding of the nature and functions of business and to become acquainted with the various areas of specialization within the field of business.

CHAPTER V

GENERAL BUSINESS-ECONOMIC EDUCATION

Economic education in the public elementary and secondary schools and even in colleges and universities has been given only minor attention despite the fact that the increasing complexity of the business and economic system demands higher and higher levels of economic understanding. Successful living in the modern economic society requires a knowledge of fundamental business and economic principles and concepts since everyone, regardless of occupation or profession, is concerned with business problems and transactions. The important role which business occupies in society and the high rate of economic illiteracy among high school graduates and adults have created an awareness on the part of junior college business educators and administrators of the urgency for providing a sound program of general business-economic education for all junior college students. The purpose of this chapter, therefore, is to consider the need for general business-economic education at the junior college level, the objectives of general business-economic education, general business-economic education for intelligent citizenship, general business-economic education as general education, and the development of functional programs of general business-economic education.

The recent upsurge of interest in general business-economic education has resulted in numerous articles, pamphlets, books, and yearbooks which have been written and/or sponsored by business educators, economists, high school and college administrators, groups of businessmen, foundations, educational associations, commissions, and yearbook committees. An examination of the various publications indicates that there is considerable repetition in the content; therefore, the statements pertaining to general business-economic education which appear on the following pages have been selected on the basis of their representativeness of thought and on the basis of the quality of the writings.

Need for General Business-Economic Education

When the family unit produced most of the goods and services which it required, there was little need for general business-economic education; however, since the responsibility for producing goods and services has been shifted from the family unit to the modern business organization, everyone needs a thorough knowledge and understanding of the business and economic world in which he lives and works. The growing complexity of both the business organization and the American business and economic system makes general business-economic education imperative for successful living. Despite the vast improvements in the standard of living made possible through the business and economic system, general business-economic education has not been accorded a prominent place in the curricula of secondary schools and colleges. The fact that the American people are often referred to as a nation of economic illiterates was noted by Ernest O. Melby in an article in 1950.

> "... economic education in America is meager, sporadic, and often sterile in character. One can graduate from a high school without even an elementary understanding of the economic problems confronting America. One can graduate from college without taking a single course in economics. Even if courses in economics are taken, they are often courses intended for those who are to specialize in economics and in and of themselves give the students little background for understanding current economic issues. It has been

> frequently observed that we are a nation of economic illiterates, that many of us believe we can get something for nothing, and that there is a widespread lack of knowledge of the basic facts concerning our economy, its problems, strengths and weaknesses."[1]

The inadequacy of the curricular offerings in economics at the high school level and the small percentage of students who enroll in economics were discussed by Rodney Felder and J. C. Hall in the January, 1960, issue of *The Journal of Business Education.*

> "There is considerable evidence to indicate that most of our high schools are not now organized and equipped to teach basic economic understandings. Economics as an independent subject is offered in few schools. Only about one percent of the students enrolled in our high schools in any one year take a separate course in economics or business principles. Consequently, only three or four percent of the students who attend our high schools ever take a course designed primarily to teach basic concepts of how our business system operates and what the system holds for the average individual. Furthermore, when economics is offered as an independent subject, it often is so theoretical that students fail to understand that it has practical value for themselves."[2]

The urgent need for providing general business-economic education at the secondary school and/or college level has been suggested rather frequently in the literature in the past decade. In *Educating for Economic Competence*, which was published in 1958, M. L. Frankel stressed the importance of providing curricula which place high priority on education for economic competence.

> "If the economic education of the children now in our schools is not better than that of their parents, the possible consequences are fearful to contemplate. We cannot afford another economically illiterate generation. The economic challenge that confronts us during the remainder of this century is powerful and urgent. No curriculum logically can be defended that does not give high priority and specific implementation to education for economic competence."[3]

Elvin S. Eyster noted in the same publication that the need for economic education has been firmly established.

> "The major threat to America today stems from attitudes that are not compatible with American traditions and ideals held by people toward government, business and labor, and life itself. These attitudes are in part the result of lack of knowledge and understanding about the American competitive business and economic system and about the function of government. Knowledge and understanding will not only dispel false conceptions about the American business and labor system but will also alert people to their responsibility as citizens in a democracy. Knowledge and understanding are the keys to defensible attitudes toward business, government, and life. The role of economic knowledge and understanding is tremendously significant in providing the requisites for attitudes toward business and labor and government that are compatible with democracy and free enterprise. Thus, the need for economic understanding for people generally seems to be firmly and unquestionably established."[4]

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[1] Melby, E. O., "Economic Education Is a Must," *The Journal of Educational Sociology* (March, 1950), Vol. 23, pp. 381, 388.

[2] Felder, Rodney, and Hall, J. C., "Economic Understanding — The Challenge to the Business Teacher," *The Journal of Business Education* (January, 1960), Vol. 35, p. 182.

[3] Frankel, M. L., "Education for Economic Challenge," *Educating Youth for Economic Competence*, p. 4.

[4] Eyster, E. S., "The Need for Economic Education," *Educating Youth for Economic Competence*, p. 14.

The necessity for providing general business-economic education that will enable all students to cope with the basic economic problems which confront them was stressed by Hamden L. Forkner in an article in 1959.

> ". . . America today is in economic competition with slave labor in the iron curtain countries as well as in competition with countries where standards of living are far below our own. The best brains of America must be educated to deal with these problems. The secondary and collegiate curriculums must include courses that deal with the basic economic problems that face us today. These courses must be designed for the most able students as well as for those who are going to work on assembly lines, in offices, in distributive organizations and in government. . . ."[5]

In an article in the April, 1960, issue of *The Balance Sheet*, James Gemmell noted the importance of maintaining balance in the curricula and stressed the need for providing general business-economic education at both the secondary school and college levels.

> ". . . in our zeal to regain lost prestige in the basic physical sciences, and in our preoccupation with military preparedness, let us never lose sight of the necessity to maintain an adequate investment of our physical resources and intellect in the further development of the arts, the humanities, and the sciences of human behavior and experience. Within this matrix, ample provision must be made in both secondary schools and colleges to enable students to acquire business skills, to attain economic understanding, and to develop the ability to think critically about the problems that confront our economy, if we are to harvest the fruits of material progress envisioned for the decades ahead."[6]

The economic system which has produced the highest standard of living the world has ever known must be understood and appreciated by the people who enjoy its benefits if it is to be perpetuated and improved. Economic illiteracy must be eradicated through sound programs of general business-economic education which will enable students to gain an understanding and appreciation of the business and economic system. Students must also be given an opportunity to learn how to analyze and evaluate economic alternatives in order that they may make intelligent choices.

Objectives of General Business-Economic Education

The urgent need for sound programs of general business-economic education at the junior college level was established in the preceding section of this chapter. Since the junior college attempts to meet the educational needs of its students, programs of general business-economic education are gradually being offered by the junior college. The objectives of these programs often overlap with those at the secondary school level; however, general business-economic education at the junior college level should be more intensive than that provided by the secondary school. A number of the more outstanding statements of objectives of general business-economic education which have appeared in the literature in recent years are presented on the following pages.

Some of the common social-economic understandings and appreciations that are normally considered to be an integral part of general business-economic education were listed by the editorial staff of *The American Business Education Yearbook* in 1949.

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[5] Forkner, H. L., "Sanity and Balance in Business Education," *The Balance Sheet* (December, 1959), Vol. 41, p. 150.

[6] Gemmell, James, "Business Challenges the Academically Talented," *The Balance Sheet* (April, 1960), Vol. 41, p. 341.

> "1. An understanding of the economic goal of full production, full consumption, and full employment; and of the importance of maintaining a balance among these factors.
>
> "2. An appreciation of the benefits which have come to us through the operation of our capitalistic system; and, along with this, a recognition of its weaknesses — over production, business depression, separation of labor and ownership, and abuse of the profit motive when monopolistic conditions prevail.
>
> "3. An understanding of the conditions which have made some countries the 'haves' and others 'the have-nots' in relation to the world's wealth.
>
> "4. An understanding of the function which business serves in bringing the raw materials of the world to the consumer as finished goods, and of the fact that individuals and countries are motivated in this enormous task by the hope of profit. Competition for raw materials and markets should be observed here.
>
> "5. An understanding of the interdependence and complexity of modern business enterprise.
>
> "6. An understanding of the fact that price is the principal organizing device in our present economic system.
>
> "7. An understanding of certain basic economic principles affecting money values and in turn purchasing power — such a background as one needs today to understand efforts to control inflationary tendencies.
>
> "8. An understanding of the problems or aspects of our economic system which have contributed to the trend toward increased governmental regulation of business activity.
>
> "9. An understanding of the factors and processes which are involved in the production and distribution of goods and services — such factors as financing and credit, risk-bearing, labor and management, transportation and marketing — and the relation of these factors to final cost to the consumer.
>
> "10. An understanding of the types of business organization and the place which each serves in our economic life as a whole and in our own business community."[7]

The objectives of general business-economic education were outlined by E. C. McGill in *The American Business Education Yearbook*, "Administration and Supervision of Business Education," which was published in 1952.

> "To develop a better understanding of our business economic system and social-economic relationships.
>
> "To provide a broad training for participation in the social and economic affairs of the community.
>
> "To develop certain ideals and desirable attitudes such as cooperation, loyalty and responsibility as a citizen.
>
> "To teach the student to be a wise consumer."[8]

The nature and objectives of economic education were described by Paul F. Muse and James M. Roberts in *Educating Youth for Economic Competence* in 1958.

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[7] Editorial Staff, "General Business Education Defined," *General Business Education*, pp. 7–8.

[8] McGill, E. C., "Curriculum Construction and Revision," *Administration and Supervision of Business Education*, p. 199.

> "... Economic education has been given the primary objective of enabling the learner to understand and to perform effectively in both his individual and social life in fulfilling his economic wants and desires. As such, economic education is concerned with how society organizes itself to meet its economic wants and desires and what part the individual plays in this effort.
>
> Economic education specifically attempts to help the learner to acquire economic intelligence in all aspects of individual and social life. It helps him to understand the business aspects of citizenship. It enables him to understand business as a social factor. It enables him to solve effectively the consumer problems of individual and social life. It develops within the learner a constructive attitude toward the economic structure and principles which make possible our way of life."[9]

The preceding statements of objectives of general business-economic education are somewhat representative of those found in junior colleges across the United States; however, they do not represent an exhaustive list since the objectives vary from one junior college to another depending on the general business-economic education needs of the people being served.

General Business-Economic Education for Intelligent Citizenship

The role of business has assumed a new level of prominence in the life of individual citizens during the past quarter century as a result of the phenomenal changes in the size and structure of the American business and economic system. Almost everyone has a multiplicity of relations with business since it provides the majority of the goods and services required for successful living in the modern economic society. The heavy dependence upon business for economic goods and services has increased the need for developing an understanding and appreciation of the business and economic system and a certain level of competence in conducting personal business affairs. The fact that all citizens living in a democratic society should be economically literate was emphasized by Galen Jones and Baldwin Lee in an article in 1956.

> "As a direct consequence of our extraordinary economic progress, the equipment in information and insights needed by the citizen to cope with the economic life around him has increased manyfold. Economics concerns us all. It plays a dominant role in our affairs affecting our lives at every hour. Today prices, wages, interest rates, stocks and bonds, banks and credits, taxes and expenditures are complicated areas which properly concern the intelligent consumer. Few can escape for long the intricacies of installment credit, an income tax form, life insurance, or the Social Security regulations. Voters, too, are regularly called upon to cast a ballot on issues that are largely economic or that carry economic implications. Manifestly, a decent competence in economic education is indispensable to every alert and responsible citizen."[10]

E. C. McGill noted in the 1952 issue of *The American Business Education Yearbook* that some form of general business-economic education is essential for intelligent citizenship.

> "Some form of business education is just as much a basic essential for every boy and girl as is history, mathematics, English, literature, science, and

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[9] Muse, P. F., and Roberts, J. M., "Emerging Programs of Economic Education in Secondary Schools," *Educating Youth for Economic Competence*, p. 345.

[10] Jones, Galen, and Lee, Baldwin, "Requisites for Economic Literacy," *The Bulletin of the National Association of Secondary-School Principals* (February, 1956), Vol. 40, p. 349.

> health education. Practically everyone buys or sells goods and services, is subject to legal implications of business, makes contracts, writes and accepts checks and other negotiable instruments; to name only a few of the daily business activities that are of universal concern. It is contended that good citizenship training should include these areas of business training as a part of the core of common learnings as well as knowledge and values in other areas long regarded as of major importance. . . ."[11]

The need for everyone to develop an understanding of basic economic principles and fundamentals for progressive citizenship was stressed by H. M. Norton in the March, 1954, issue of *UBEA Forum.*

> ". . . Young people need to have an insight into and an interpretation of basic economic principles and fundamentals so necessary to qualify them as progressive citizens and successful businessmen and business women. If young men and young women are to be taught effectively to solve their own personal and financial business problems; if they are to gain some knowledge of business methods and of the financial problems of local, state, and national governments; and if they are to acquire knowledge and appreciation of our vast commercial life, training must be given that will provide an educational background of business thinking that everyone needs irrespective of future vocation. . . ."[12]

Since it is the responsibility of citizens living in a democratic society to make decisions on economic policies and since nearly all political issues have certain economic implications, it is essential that students be given an opportunity to develop an understanding and appreciation of the major business and economic problems at the local, state, national, and international level. The importance of general business-economic education in developing intelligent voters was pointed out by Elvin S. Eyster in an article in 1950.

> ". . . an understanding of certain introductory economic concepts and principles is necessary to be an intelligent voter in local and national elections and to understand the problems involved in occupational and social living. In other words, every person must have some knowledge of the practical economic principles which regulate our personal business affairs, business enterprise, and government."[13]

The importance of general business-economic education in developing intelligent voters was also stressed by James F. Giffin in an article in 1954 in which he noted that the individual citizen's understanding of economics has a direct bearing on the economic institutions which he and his representatives in government authorize and utilize.[14]

A statement by Elvin S. Eyster which appeared in the February, 1959, issue of *The Journal of Business Education* emphasized the role of the voting citizen in the determination of economic policies and the necessity for providing general business-economic education for all students who will be tomorrow's voters.

> "People as voting citizens indirectly decide upon issues pertaining to government regulation of business, controlled vs. free economy, extension of consumer credit, and many other points of controversy. The management of

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[11] McGill, *op. cit.*, p. 194.

[12] Norton, H. M., "Economic Literacy for Everyone or Vocational Competency for Specialists Only," *United Business Education Association Forum* (Washington: National Education Association, March, 1954), Vol. 8, p. 6.

[13] Eyster, E. S., "Business Education and Guidance," *National Education Association Journal* (April, 1950), Vol. 39, p. 273.

[14] Giffin, J. F., "Basic Business Belongs," *United Business Education Association Forum* (Washington: National Education Association, November, 1952), Vol. 7, p. 31.

> personal business affairs is becoming increasingly complex. Do these observations and many similar ones have implications for the general education of all secondary schools [school] and college students?
>
> "Upon the shoulders of students who are currently and who will during the next decade pursue business study programs will fall the responsibility for planning and operating American business during the next 40 years — this means to the year 2000. The responsibility for decisions pertaining to the relation of government to business and to the individual, to competition and free enterprise, and to many similar problems falls squarely upon the shoulders of *all* youth and young adults who will be tomorrow's voters."[15]

Intelligent citizenship is largely dependent upon the development of certain fundamental business and economic attitudes, understandings, and appreciations that provide an insight into political problems and issues which have economic implications. Therefore, general business-economic education should provide students with a general knowledge and understanding of basic business and economic principles which will enable them to assume their duties and responsibilities as effective citizens in the modern economic society.

General Business-Economic Education as General Education

Business and economic institutions have a pervading influence on modern society which permeates all aspects of the individual's personal and work life. Since business and economic considerations occupy an important role in the daily life of individual citizens, an understanding and appreciation of fundamental business and economic principles and concepts are essential for successful living and should become an integral part of the general education of every student. The increasing complexity of the business and economic system and the need for including general business-economic education as a part of general education were emphasized by Ray G. Price in an article in the October, 1949, issue of *The Balance Sheet*.

> "The complexities of modern business are such that it is generally recognized that since all are so closely associated with business, no program of education is complete that does not include experiences and problems designed to develop a better understanding of the business system. These experiences are becoming a part of the general education of students at all levels. . . ."[16]

Approximately the same point of view was expressed by William M. Polishook and Carmella M. Rossi in an article in the October, 1959, issue of *American Business Education*.

> "Economic education for all students is an essential phase of the general education program. Considerable evidence has been compiled which reveals the need for educating our youth in this area. Consumer problems have become more complex due to economic factors brought about by industrialization. As a direct result of our extraordinary economic progress, the information and skills needed by the citizen to understand and cope effectively with the economic life around him have increased greatly. Today prices, wages, interest rates, stocks and bonds, banks and credit, taxes and expenditures are complicated areas that concern the intelligent consumer."[17]

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[15] Eyster, E. S., "Education for Business — A Time for Reappraisal," *The Journal of Business Education* (February, 1959), Vol. 34, p. 195.

[16] Price, R. G., "The Expanding Scope of Business Education," *The Balance Sheet* (October, 1949), Vol. 31, p. 51.

[17] Polishook, W. M., and Rossi, C. M., "Economic Education as General Education," *American Business Education* (October, 1959), Vol. 16, p. 26.

The fact that there is no longer a conflict between general business-economic education and general education was indicated by Howard M. Norton in 1949.

> "There is no conflict between business education and general education; that is, business education is not something isolated and apart from general education but is a part of the whole education. All the accepted objectives of general education are admitted to be objectives of business education. . . ."[18]

In the 1952 issue of *The American Business Education Yearbook*, E. C. McGill noted that the purposes of general education must be the goal of business education.

> "The purposes of general education include the development of an appreciation of our democratic way of life. General education strives to prepare for social and economic adjustment in living. It undertakes to develop a sense of fair play and an appreciation of moral and spiritual values. These purposes must also be the goal of business education if it is to serve the needs of business in a democracy. . . ."[19]

The nature of general business-economic education which everyone needs for living in the modern economic society was described by the editorial staff of *The American Business Education Yearbook* in 1949.

> ". . . general business education is that training needed by all in order that (1) each may carry on effectively his daily business activities centered about the home and his personal business life, (2) each may understand and participate in the business life of the community and of the nation as these affect him personally and as they relate to the well-being of every other citizen, and (3) each may have an understanding of business as a factor in world relations and in world economic well-being."[20]

The categories of economic concepts and understandings which should be included in a program of general education for all people living in a democratic society were enumerated by Elvin S. Eyster in 1958.

> "1. The essential characteristics and principles of the American business and labor system, what it is, how it operates, and the role it plays in the economic and occupational lives of all people.
>
> "2. An understanding of business practices and procedures, such as consumer credit, installment selling, guarantee of quality, and service agreements that enable consumers to utilize completely and to benefit fully from the economic goods and services offered by business.
>
> "3. Principles of management of personal business affairs, enabling one to enjoy the highest possible standard of living compatible with his income.
>
> "4. The business of government (not the organization and operation of government), with special emphasis upon government business, such as the management and use of public lands, production of power, insurance against possible losses, lending of money, and subsidization of industries.
>
> "5. Basic economic principles, such as the operation of the law of supply and demand, real wages, prices, and marginal utility."[21]

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[18] Norton, H. M., "Vocational Preparation and Social Understanding Through Business Education," *The Balance Sheet* (September, 1949), Vol. 31, p. 3.

[19] McGill, *op. cit.*, p. 200.

[20] Editorial Staff, "General Business Education Defined," *op. cit.*, p. 5.

[21] Eyster, E. S., "The Need for Economic Education," *Educating Youth for Economic Competence*, p. 16.

General business-economic education should become an integral part of the general education of all students at the junior college level since it represents the first and only opportunity for many students to develop an understanding and appreciation of the American business and economic system. General business-economic education should also provide students with a core of common business knowledge that will enable them to make a satisfactory adjustment to the business and economic environment in which they will live and work.

Functional General Business-Economic Education

Economic education has received only cursory treatment at the elementary and secondary school levels and very meager attention at the college and university levels. One of the frequent complaints about economic education at all educational levels concerns its abstract and overly academic nature which makes it highly unpalatable for most students. Numerous statements by business educators and businessmen in recent years indicate that there is a definite trend toward developing functional programs of general business-economic education at the junior college level which will prepare students to participate intelligently in the various aspects of the modern economic society. The need for replacing the theoretical economics courses with a more meaningful and realistic kind of general business-economic education was stressed by Ray G. Price in the October, 1949, issue of *The Balance Sheet.*

> "Those responsible for the general education programs at the college level are beginning to recognize the need for certain practical aspects of business and economic education for all. They are beginning to question the typical theoretical economics course as a means of satisfying this need. Business educators are being asked to organize a course or courses that will provide a more realistic approach to an understanding of our business and economic system."[22]

Fred T. Wilhelms noted in an article in 1956 that economic education has been too theoretical in the past and that it should now be revitalized and incorporated in the general education of every student.

> "Plain common sense tells us that it is high time to take education toward economic competence — both personal-practical and general — out of the realm of guesswork and merely incidental instruction. Economic education is not an esoteric specialty, good for only the few. We can learn to make it a vital part in the liberal education of every young person. When we do, we shall find it a fine vehicle toward greater everyday competence, better personal and family life, and more effective citizenship."[23]

The urgent need for developing economic education programs which include a balance of personal and societal economics was emphasized by M. L. Frankel in *Educating for Economic Competence*, a report prepared by the Association for Supervision and Curriculum Development Commission on Education for Economic Competence in 1960.

> "Our society, more than ever in its history, is being radically influenced, if not reconstructed, by scientific development and economic decision. Modern economic education must rise to a consideration of economics in relation to the existing national and world condition, but it must do so without any sacrifice of the important personal knowledge of wise buying, intelligent

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[22] Price, *op. cit.*, p. 51.

[23] Wilhelms, F. T., "Toward Economic Competence," *Educational Leadership* (March, 1956), Vol. 13, p. 355.

> insurance programs, or the principles of investment. In fact, personal and societal economic education are complementary, just as are the full development of individual potential and the building of good citizenship. One is personal; the other is social, but rather than conflicting with, they reinforce each other. Through this balance the student learns to cope with his own economic problems as well as with those of his society and the world community."[24]

The importance of providing economic education programs which stress both personal and societal economics was also emphasized by Paul F. Muse and James M. Roberts in *The American Business Education Yearbook* in 1958.

> ". . . In our emerging economic education programs, effort needs to be made to teach students to learn to live. Learning to live constitutes not only an acquisition of the economic facts of life, but it also requires the development of the ability to reason and to solve the problems of living. Learning to live includes utilizing attitudes, abilities, and aptitudes, so as to meet personality problems of human relationships. Economic education, then, is education concerned with the whole individual and the whole of society. Aspects of economic education stress the consumer education viewpoint, developing in students the ability to spend their energies, reasoning powers, time, and money to obtain the economic desires and wants which will bring their economic needs and their earning powers into harmony and accord with one another. From the personal point of view, the individual's major "economic problem" is that of earning a living and the management of his resources."[25]

General business-economic education should be accorded a place in the total educational program of the junior college which is commensurate with its importance in the modern economic society; therefore, functional programs of general business-economic education should be developed and implemented in order that all students, regardless of their intended occupation or profession, may have an opportunity to become thoroughly acquainted with the operation of the American business and economic system and the demands which it makes on the individual citizen.

Summary

Widespread changes in the business and economic system have increased the need for general business-economic education at all educational levels. The high rate of economic illiteracy in the United States is an indication that present curricular offerings are inadequate. The need for general business-economic education is not peculiar to students majoring in business since everyone has a need for understanding fundamental business and economic principles and concepts.

The objectives of general business-economic education at the secondary school and junior college levels are frequently similar; however, general business-economic education at the junior college level should be much more intensive than that provided by the secondary schools. The objectives of junior college general business-economic education vary from one junior college to another, but they are centered primarily around providing students with a knowledge and understanding of the business and economic system which will enable them to live a more effective and satisfying life.

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[24] Frankel, *op. cit.*, pp. 5–6.

[25] Muse and Roberts, *op. cit.*, pp. 345–346.

Intelligent citizenship in the modern economic society presupposes a high level of economic literacy since most political issues have business and economic implications. Decisions regarding the nature and course of future business and economic institutions are influenced by the votes of individual citizens; therefore, all junior college students should be given an opportunity to develop business and economic understandings, attitudes, and appreciations that will provide them with an insight into the major political problems and issues.

Business and economic institutions have assumed such a prominent role in the lives of individual citizens that a knowledge and understanding of the American business and economic system should become an integral part of the general education of every student at the junior college level. The students should also be given an opportunity to develop a core of common business knowledge which will enable them to make a satisfactory adjustment to the business and economic environment in which they will live and work.

The abstract and overly academic nature of economic education at all educational levels in the past has tended to make the study of economics highly unpalatable for most students. In recent years, however, there has been a noticeable trend toward developing more functional programs of general business-economic education at the junior college level which include a balance of personal and societal economics.

CHAPTER VI

THE POTENTIAL ROLE OF THE JUNIOR COLLEGE IN IN EDUCATION FOR BUSINESS

The problem was a study of the potential role of the junior college in education for business. The ultimate purpose of the study was to provide a sound basis for the improvement of business education programs in junior colleges throughout the United States. In solving the problem, the historical and analytical methods of research were utilized and the library technique was employed in collecting the data.

The purpose of this chapter is to explain the potential role of the junior college in education for business and to provide a list of guidelines which should serve as a basis for the planning, organization, and administration of junior college business education programs.

The Potential Role Defined

The junior college is generally recognized as a unique educational institution which occupies an important position in the American educational system. The philosophy of junior college education in the past has been fragmentary and extremely difficult to understand in its entirety since the junior college movement has been in such an evolutionary state that educators and administrators have not been able to define its proper role in the total educational program. The potential role of the junior college in the area of education for business has received only cursory treatment as is evidenced by the wide variations in the nature, scope, and depth of the business education programs which are presently being offered by junior colleges throughout the United States. The junior college business education programs still bear a close resemblance to those found in the secondary school and the first two years of collegiate schools of business although the position which the junior college occupies on the educational ladder indicates that the nature and educational level of its business education programs should be different from those offered by other educational institutions.

The revolutionary developments in education and business, the revisions in business curricula at the various educational levels, the grade placement of the junior college in the educational system, and the failure of other educational institutions to exhibit an interest in providing the variety of business education programs that will be required in the future indicate that the junior college will be responsible for providing a comprehensive program of education for business which will be drastically different from what is presently being offered. The junior college should close the educational gap between the high school business education programs and those offered by senior colleges and universities by offering a wide variety of business education programs which are based on the needs, interests, and abilities of its constituency. In other words, the junior college has a significant and an expanding role to play in the area of education for business.

The junior college appears to be the most logical institution for offering terminal vocational business education for the semiprofessional business occupations which do not require a college or university degree but which require one or two years of post-secondary training in business. The terminal-vocational business education programs should be centered around preparation for families of occupations rather than for a specific job, and they should contain the proper balance of general education and vocational business education. Narrow specialization should be avoided since advancement and promotion are largely dependent upon a reasonably broad educational background.

The junior college program which prepares students for upper-division study in business is rapidly gaining popularity as more high school graduates begin their baccalaureate degree programs in business in the junior college. Preparation for upper-division study in business should provide a broad liberal education background, a thorough grounding in economics, and a knowledge and understanding of the nature and functions of business. Specialized training in business for positions at the higher decision-making levels is the responsibility of senior colleges and universities and should not be a part of the junior college preparatory programs in business.

The prominent place which business and economic institutions occupy in the lives of individual citizens and the high rate of economic illiteracy found among the American people have accentuated the need for a more functional kind of general business-economic education at the junior college level. General business-economic education should become an integral part of the general education of all junior college students in order that they may gain a thorough knowledge and understanding of the operation of the American business and economic system and develop a core of common business knowledge which will enable them to make satisfactory adjustments to the business and economic environment.

In more explicit terms, the potential role of the junior college in education for business encompasses: (1) terminal education for the semiprofessional business occupations; (2) preparation for upper-division study in business in senior colleges and universities; and (3) functional general business-economic education which is concerned with the operation of the American business and economic system.

No attempt was made to determine the specific course content of the various business curricula which the junior college should offer; however, certain guidelines were developed relative to the implementation of the potential role of the junior college in education for business. The guidelines are designed to assist business educators and junior college administrators who are responsible for the planning, organization, and administration of junior college business education programs. The guidelines are also designed to serve as a point of reference for junior colleges in formulating a sound philosophy for their business education programs.

Guidelines

This study was primarily concerned with the potential role of the junior college in education for business. Two bodies of evidence were required as a basis for the solution of the problem: (1) the emerging trends of thought relative to the philosophy, purposes, objectives, and functions of junior college education, and (2) the emerging trends of thought relative to the philosophy, purposes, objectives, and functions of education for business at the various educational levels.

The trends of thought pertaining to junior college education provided a frame of reference for studying and analyzing the trends of thought relative to education for business. The relationship of the two areas of philosophical thought provided the basis for determining the various aspects of education for business which were applicable to the junior college.

Further study and analysis of the relationship of the emerging trends of thought in junior college education and education for business resulted in a number of guidelines which may be utilized in implementing the potential role of the junior college in education for business. The guidelines developed in this study are compatible with the philosophy of junior college education; however, they may vary in their relative importance, and the order in which they appear has no particular significance. The guidelines are listed first in summary form and later discussed at greater length.

1. *Comprehensive program of education for business.* The junior college should

offer a comprehensive program of education for business which is based on the needs, interests, and abilities of its constituency.

2. *Terminal vocational education for business.* The junior college terminal-vocational business education program should be primarily concerned with preparation for the semiprofessional business occupations. The program should include the proper balance of general education and vocational business education since the combination eliminates the problem of narrow specialization and provides the most satisfactory preparation for the semiprofessional business occupations.
3. *Preparation for upper-division study in business.* The junior college program which prepares students for upper-division study in business in senior colleges and universities should be basically background preparation and should be composed primarily of liberal education; however, a few foundation courses in business should be included in order to provide an introduction to the study of business.
4. *General business-economic education.* General business-economic education at the junior college level should equip all students with certain fundamental business and economic attitudes, understandings, and appreciations which provide an insight into the operation of the American business and economic system.
5. *Articulation with business curricula in other educational institutions.* The junior college business education programs should be closely articulated with the business education programs offered by other educational institutions so that students may move through the educational system on a continuous basis without adjustment problems or loss of college credit.
6. *Cooperation between the junior college and the community.* The junior college should maintain a close relationship with the community in order that its business education programs may be developed in accordance with its needs and requirements.
7. *Education for business as a continuous process.* The junior college should provide opportunities for individuals of all ages and with varying educational backgrounds to seek additional study in business whenever they need or desire it.
8. *Continuous development and improvement of business curricula.* The development and improvement of junior college business education programs should be based on continuous study and evaluation of present programs, research relative to the educational requirements for employment in business occupations, and future educational needs and requirements of students.

1. *Comprehensive program of education for business.* The junior college should offer a comprehensive program of education for business which is based on the needs, interests, and abilities of its constituency.

The common belief that every individual should be given the opportunity to develop to the highest level compatible with his mental and physical abilities is one of the fundamental principles of American democracy. The general recognition of the worth and dignity of the individual has resulted in the development of a system of free public education which enables each student, regardless of background, race, sex, and religious or political affiliation, to realize his potentialities as a member of the democratic society.

The junior college has grown out of the democratic tradition and represents an educational phenomenon which has drastically influenced the nature and structure of higher education. In keeping with the democratic philosophy of education, the junior college recognizes the importance of the individual in society and supports the development of a comprehensive educational program that is realistically geared to the educational needs and requirements of its students. Since the turn of the century when the junior college movement began, the educational program of the junior college has been developed from a narrow two-year preparatory curriculum into what is generally recognized as the most comprehensive educational program of any post-secondary institution in the United States.

In the area of education for business, the junior college has recognized the need for providing a diversified program of studies and activities since business represents such a broad field of study that all students should not receive the same kind of preparation for employment in business occupations. The junior college should offer a comprehensive program of education for business which is based on a careful consideration of the needs, interests, and abilities of its constituency. The comprehensiveness of the business education offerings should be somewhat dependent upon the availability of business programs in other local educational institutions, the enrollment in business education, the availability of faculty and equipment, and the opportunity for employment in the local and surrounding communities.

The wider diversity of interests and abilities exhibited by junior college students indicates that an even more comprehensive program of business education will be required in the years immediately ahead if it is to serve the needs of all the students. The minimum curricular offerings in business education should ordinarily include a variety of one- and two-year terminal-vocational business education programs; preparation for upper-division study in the various phases of business; and general business-economic education for all students, especially those students who are nonbusiness majors.

2. *Terminal vocational education for business.* The junior college terminal-vocational business education program should be primarily concerned with preparation for the semiprofessional business occupations. The program should include the proper balance of general education and vocational business education since the combination eliminates the problem of narrow specialization and provides the most satisfactory preparation for the semiprofessional business occupations.

The growing emphasis on general education at the high school level, the increasing age of employability, the tendency to upgrade vocational business education to the post-secondary level, and the lack of interest expressed by senior institutions in one- and two-year terminal-vocational business education programs indicate that the junior college is the most logical educational institution for providing preparation for the majority of semiprofessional business occupations. The place which the junior college occupies on the educational ladder also makes it uniquely suited to the task of providing terminal vocational business education for students who seek employment at the end of the thirteenth and fourteenth grades. The junior college should also provide short intensive vocational business education programs for individuals who need refresher training or retraining.

The junior college terminal-vocational business education programs should be centered around preparation for families of occupations instead of for specific jobs, and they should include the proper balance of general and specialized education since the combination tends to make both kinds of education more meaningful to the student. Narrow specialization should be avoided since the constant modification of business occupations may mean that the student will need to change positions a number of times during the course of his employable life and since promotion and advancement are largely dependent upon a broader educational background. Well-planned programs of terminal vocational business education should also provide cooperative work experience and bear a close relationship to business and the local community.

3. *Preparation for upper-division study in business.* The junior college program which prepares students for upper-division study in business in senior colleges and

universities should be basically background preparation and should be composed primarily of liberal education; however, a few foundation courses in business should be included in order to provide an introduction to the study of business.

The junior college preparatory programs in business were dominated for a great number of years by senior colleges and universities; however, the tendency in more recent years has been to develop programs based on the educational needs and requirements of students. Since students still encounter certain problems when transferring to upper-division programs, the junior college preparatory program in business should be planned with due regard to the educational requirements of senior colleges and universities. As more and more students begin their baccalaureate degree programs in business in the junior college and as junior and senior colleges work more closely in planning and developing their business programs, transfer credits should be evaluated in terms of their equivalency rather than in terms of their parallelism.

In view of the complex problems associated with the operation of the modern business organization, specialized business training alone will no longer suffice. Preparation for successful careers in business requires, in addition to specialized training in business, a broad educational background plus a thorough knowledge and understanding of the nature and functions of business. Specific preparation for the first job in business should be subordinated to the development of transferable capacities which can be used in a number of jobs. Since a broad liberal education that provides breadth and flexibility of mind in preferred to narrow specialized training, junior college preparatory programs in business should be basically background preparation for study of the more advanced phases of business. Although the junior college preparatory programs in business should be composed primarily of liberal education, they should include a few foundation courses in business. Specialized training for the upper-level positions in business is the responsibility of collegiate schools of business and business departments in senior colleges and universities.

4. *General business-economic education.* General business-economic education at the junior college level should equip all students with certain fundamental business and economic attitudes, understandings, and appreciations which provide an insight into the operation of the American business and economic system.

The role of business has assumed a new level of prominence in the life of individual citizens during the past quarter century as a result of the phenomenal changes in the nature and structure of the business and economic system. Since everyone has a multiplicity of relations with business and since complex and intricate economic problems permeate nearly all aspects of the individual's personal and work life, an understanding and appreciation of fundamental business and economic principles and concepts should become an integral part of the general education of all junior college students.

Intelligent citizenship in a democratic capitalistic society presupposes a comprehension of certain fundamental business and economic attitudes, understandings, and appreciations which provide an insight into political problems and issues with economic implications; therefore, general business-economic education should provide students with a general knowledge and understanding of basic business and economic principles and concepts which will enable them to fulfill their duties and responsibilities as effective citizens.

Since business and economic matters will continue to dominate the thinking of the American people, general business-economic education should be accorded a place in the total educational program of the junior college which is commensurate with its importance in the modern democratic society. More functional programs of general business-economic education should be developed in order that all junior college students may become thoroughly acquainted with the operation of the American business and economic system and the opportunities and obligations which it creates for the individual citizen.

5. *Articulation with business curricula in other educational institutions.* The junior college business education programs should be closely articulated with the business education programs offered by other educational institutions so that students may move through the educational system on a continuous basis without adjustment problems or loss of college credit.

The need for closer articulation of junior college business education programs with those offered by other educational institutions has existed since the early days of the junior college. Junior college business education programs have always borne a close relationship to the business offerings of the secondary schools, private business colleges, collegiate schools of business, and departments of business in senior colleges and universities. In many instances the programs have been identical with those offered by other educational institutions even though the position which the junior college occupies on the educational ladder indicates that its programs should be geared to an educational level somewhere between the secondary school and four-year institutions. Because of a lack of synchronization, there is still an excessive amount of repetition in the content of business education programs at the secondary school and junior college levels.

Articulation problems frequently occur at the point in the educational system where junior college students transfer to senior colleges and universities. Because of a lack of synchronization of the junior and senior college business education programs, junior college students lose college credit and are required to repeat courses or take additional course work before proceeding with the regular program.

Although the junior college is an autonomous unit in the educational system, its business education programs should not be planned independently of those offered by other educational institutions. Since preparation for most business occupations is occurring in both the secondary school and junior college or in both the junior college and collegiate school of business, special consideration must be given to the curricular offerings in business education at the various educational levels when planning the junior college business education programs. As an increasing percentage of secondary school students continue their education in the junior college and as more junior college students transfer to senior institutions, greater attention should be devoted to the problem of articulation of business programs.

Business educators at the various educational levels should hold frequent conferences in a spirit of democratic cooperation and mutual respect in order to reach a general agreement on the proper sequence and grade placement of business subjects. The articulation of junior college business education programs with those offered by secondary schools and senior colleges and universities should result in the realignment of junior college business education programs, the elimination of superfluous repetition in course content, and the movement of students through the educational system on a continuous basis without serious adjustment problems or loss of time and college credit.

6. *Cooperation between the junior college and the community.* The junior college should maintain a close relationship with the community in order that its business education programs may be developed in accordance with its needs and requirements.

The philosophy of junior college education encompasses the idea that its curricular offerings should not exclude any significant or sizeable segments of the community and that they should bear a close relationship to the unique characteristics of the local community which it serves. From the early days of the junior college, it has borne a closer relationship to the community than most other instiutions of higher learning and has been more sensitive to the multiplicity of social, economic, and technological changes which have a direct bearing on its educational program.

The development of junior college business education programs which will serve the needs and desires of all the people is such a vast and complex problem that business educators can no longer rely entirely upon their limited knowledge and experience. Constant and widespread modification of business occupations in recent years has accentuated the need for a closer relationship between the junior college business education program and the community. As the changes in business occupations become more pronounced and as the problems encountered in planning and revising business education programs become increasingly complex, extensive use should be made of follow-up studies of recent graduates, cooperative work programs, job surveys and analyses, and advisory committees composed of representatives from the junior college and the community. Frequent contacts with the community should result in advice relative to the nature and scope of the business education programs, the duration of the programs, minimum employment standards, and close liaison between the junior college and the business organizations which employ the graduates.

The continuous interchange of ideas and information by the junior college and the community should enhance the development of business education programs which will prove beneficial to the student, the junior college, and the community.

7. *Education for business as a continuous process.* The junior college should provide opportunities for individuals of all ages and with varying educational backgrounds to seek additional study in business whenever they need or desire it.

The traditional idea that education must be completed during youth has been replaced by the democratic philosophy of education which supports the contention that education is a continuous process. Scientific proof that age is not a serious deterrent to learning has encouraged people of all ages to seek additional education. Since education is a continuous process, a high school or college education should be viewed as the foundation on which a program of lifelong education can be built.

The increasing complexity of the modern economic society and the accelerating rate of change in educational requirements for business occupations make it virtually impossible to forecast adequately the kind of business knowledge and skills an individual will need throughout the course of his employable life. The rapid obsolescence of business skills, the upgrading of business occupations, and the reentry of large numbers of married women into the labor force have created the need for refresher courses and retraining programs in business education. The important role which business and economic institutions occupy in the lives of individual citizens and the high rate of economic illiteracy in the United States have increased the need for general business-economic education for everyone.

The junior college should provide comprehensive programs of business education which will provide opportunities for individuals of all ages and with varying educational backgrounds to seek additional education whenever it is convenient for them. The mere duplication of the regular day programs will no longer suffice — the needs, interests, desires, maturity, and experience of the students should be the bases on which business education programs are planned and developed.

Instead of attempting to provide business education programs which will prepare students for a lifetime, the junior college should imbue its students with the idea that the vast extension of knowledge, the rapid technological advances, and the elimination and upgrading of business occupations make education for business a continuous process.

8. *Continuous development and improvement of business curricula.* The development and improvement of junior college business education programs should be

based on continuous study and evaluation of present programs, research relative to the educational requirements for employment in business occupations, and future educational needs and requirements of students.

The growth and development of the junior college movement in the United States has been so rapid that it has escaped the development of educational traditions commonly associated with senior institutions; therefore, it is extremely sensitive to occupational and educational changes which have a bearing on its curricular offerings. Operating in an atmosphere which welcomes and encourages new ideas, the junior college constantly adapts its curricular offerings in accordance with the educational needs and requirements of the people who seek its services.

The dynamic nature of business and the widespread elimination, modification, and creation of business occupations necessitate frequent changes in the educational requirements for business employment. The junior college business education curricula should be subjected to continuous study and evaluation in order to adequately serve the educational needs of students who must adapt to changing conditions and shift from one position to another as old jobs are eliminated and new ones created.

The development and improvement of junior college business curricula should be based on careful evaluation of present curricular offerings in business and extensive research into the nature of educational requirements for initial employment and advancement in business occupations. The use of follow-up studies; job surveys and analyses; advisory committees; and the study of expressed and interpreted needs, wants, and desires of individual students should provide an insight into the kind of business programs which the junior college should provide. The future educational needs and requirements of students should be taken into consideration when modifying the business curricula since business curricula based entirely on the past are obsolete even before they become operational.

The development and improvement of the junior college business education programs should be a continuous process since the dynamic and ever-changing nature of business constantly modifies the educational requirements for employment in business occupations.

BIBLIOGRAPHY

The bibliography for this study contains over 1000 bibliographical items pertaining to business education and to junior college education. Because of the length of the bibliography it is not included in this monograph.